



Research and Evaluation

HEAT Workshop Presentation

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REPUBLICA
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Introduction

The IELLEN operates within local priority areas that are relevant to the State and Commonwealth Governments' agendas and to local needs:

Retention and Engagement

Transition and Career development

Vulnerable Young people

These priority areas aim to improve educational, social, and economic outcomes for young people through the implementation of strategies that cultivate a whole of community approach.



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HEAT

HOW CAN “HEAT” INCREASE OUTCOMES AND
SUSTAINABILITY?

View DVD @
<http://www.heat.org.au/>

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Practice/Praxis

Learning Style Inventory (LSI) (Kolb 1984)

active experimentation-reflective observation
abstract conceptualization-concrete experience

Increase knowledge to further human wellbeing - increase life skills and quality of life by

Developing team work skills

Developing people skills

Developing problem solving skills

Dealing with/overcoming personal barriers

Empowerment through knowledge

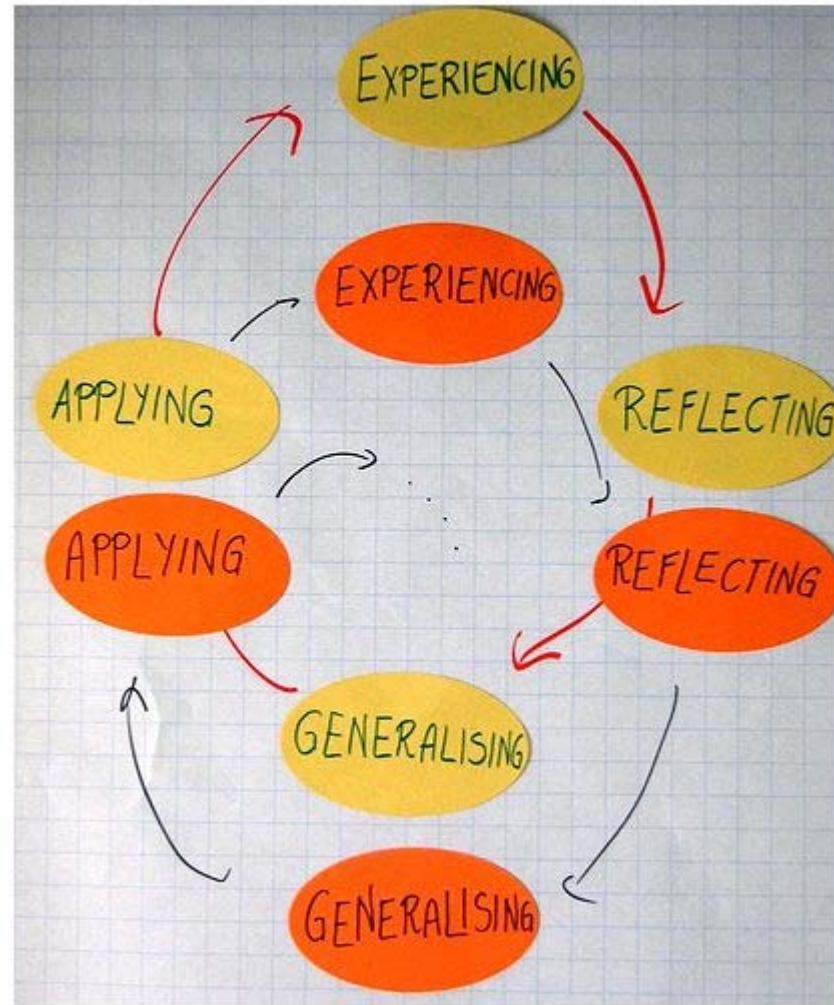


heat
HOSPITALITY EMPLOYMENT
AND TRAINING



(Brookfield 1983)

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Pragmatics of Process

“All realities influence our practice and that influence is their meaning for us. I am accustomed to put questions to my classes in this way. In what respects would the world be different if this alternative or that be true? If I could find nothing that would become different then the alternative has no sense” (Ostwald-Leipzig Chemist, year unknown)



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Questions for discussion

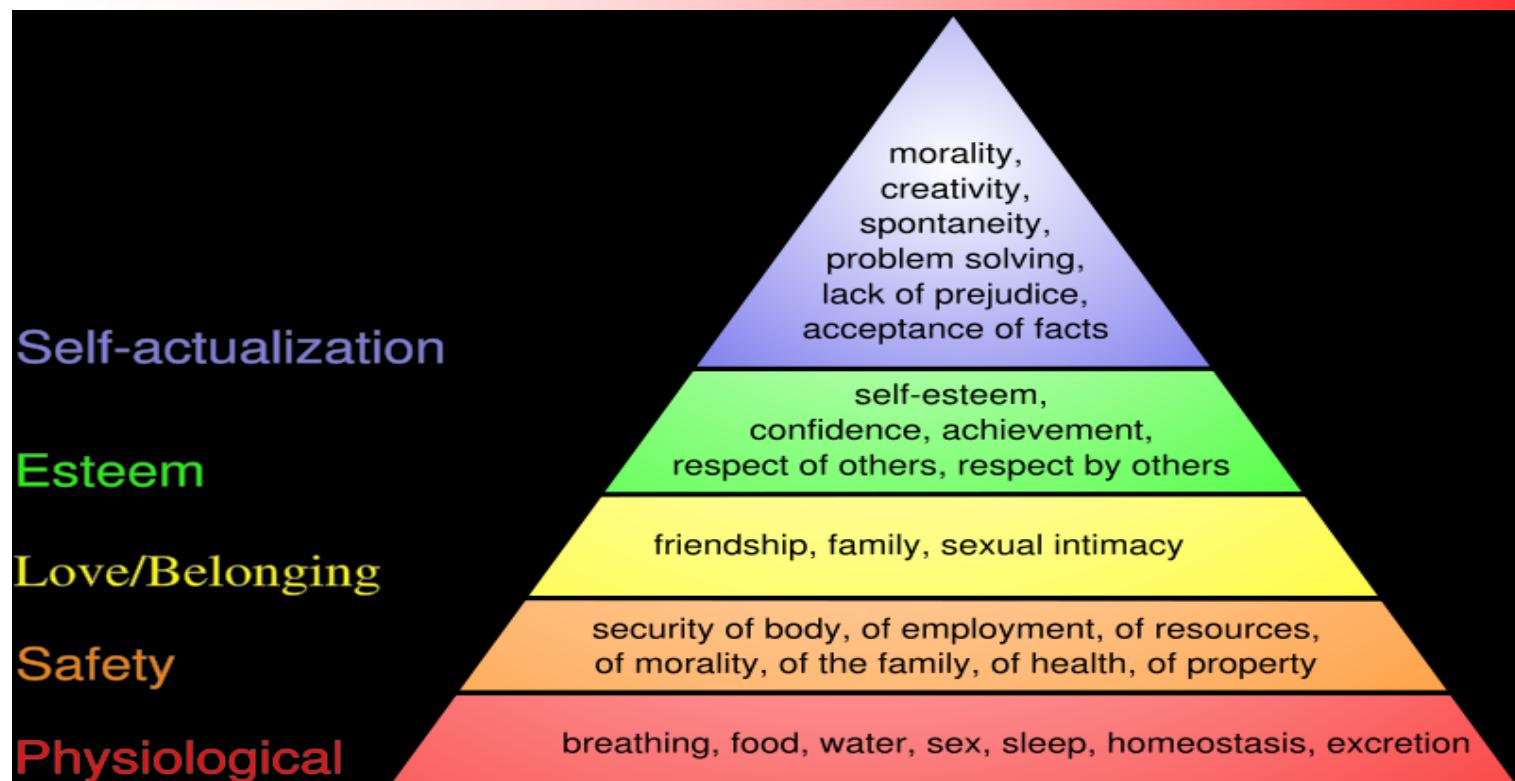
When thinking about practice/praxis, how can HEAT be further dissected?

Would the pragmatics of process be any different?

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Living Theories for Wellbeing

Maslows Hierarchy of Needs



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Living Theories for Wellbeing cont..

Social Integration Theory (Emile Durkheim, 1897)

lack of positive social interaction/acceptance has negative consequences from individual, family, community and societal perspective.

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Living Theories for Wellbeing cont..

Social Integration studies have demonstrated

Positive impact of interaction on isolated groups of society

Actively engaging in social roles helps people build self-esteem, physical wellness and a sense of commitment to the community around them.

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Living Theories for Wellbeing cont..

One of the major reasons for the HEAT program is Social Exclusion.

“Social exclusion is about more than income poverty. It is a short-hand term for what can happen when people or areas face a combination of linked problems, such as unemployment, discrimination, poor skills, low incomes, poor housing, high crime and family breakdown. These problems are linked and mutually reinforcing” (SEU, 2004).

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Living Theories for Wellbeing cont...

Social Inclusion refers to

Effective participation, both socially and economically by an individual in all aspects of society

providing sufficiently for different levels of capabilities

flexibility in provision for the disengaged

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Innovative Theories

System Integration (Lockwood, yr unknown)

Relationship between society and social system designed to provide order

Related to macrosociology, study of long term effects of emotional and mental stresses on social systems when groups experience isolation, disillusionment and illness associated with a lack of social integration.



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Questions for discussion

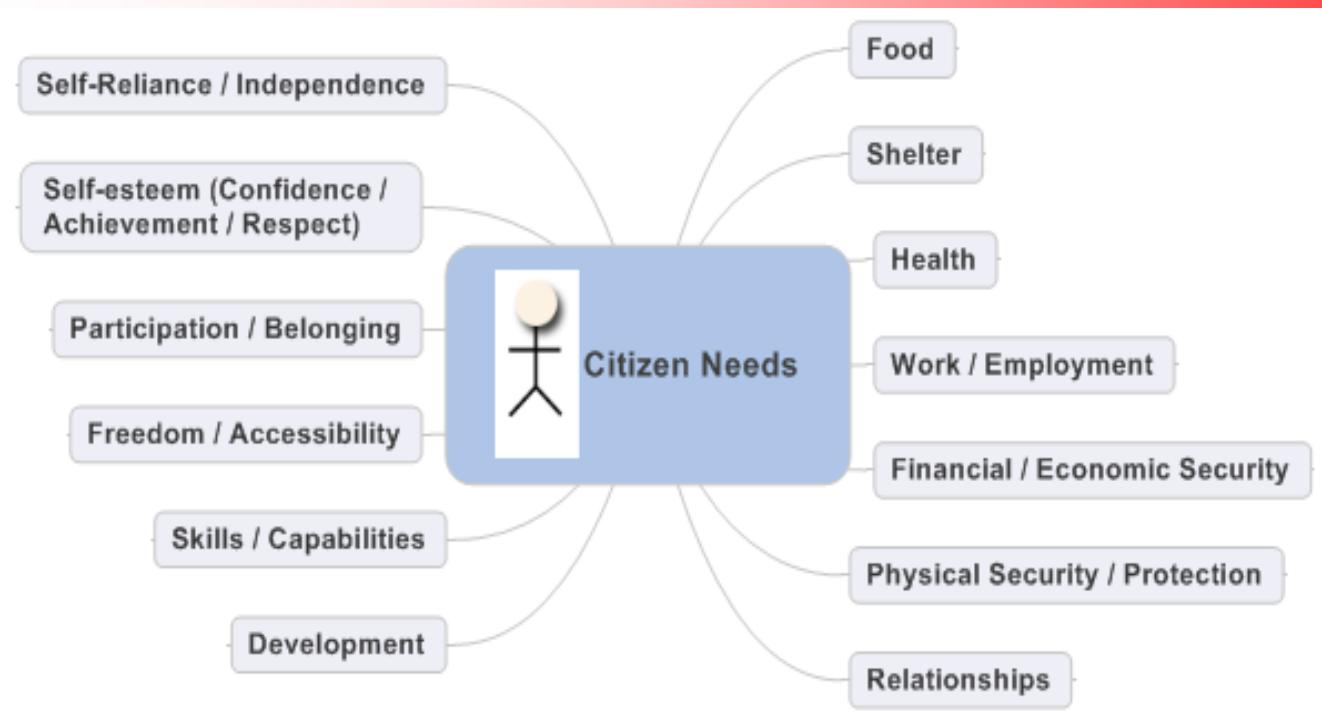
The theories mentioned above are the basic grounds for HEAT. What other theories might be relevant?

It seems innovative theories could be an important factor in effectively increasing sustainability of the HEAT program. What other innovative theories do you think could possibly be applied?

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Operational Model

Welfare Model/Social Enterprise Model





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Contradictions in Practice

Research and evaluation of HEAT is valuable for many reasons, just to name a few

- funding requirements
- program development
- organizational change
- ascertaining the needs and expectations of the stakeholders



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Contradictions in Practice cont...

The contradictions in practice are, just to name a few

- conflict of interest
- organizational uncertainty
- feeling threatened
- obtrusiveness
- feelings of disregard



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Contradictions in Practice cont...

How do we deal with them?

Advisory Group

Transparency

Effective communication

Report and define strategic tasks and actions

Report and feedback on progress

Networking and collaborative processes



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Questions for discussion

Any questions or comments?

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Politics and Policies

Stated in Maintaining the Advantage: Skilled Victorians 2006.

The four key actions are to:

provide greater opportunities for students to participate in vocational education and training while at school – **Starting earlier**

encourage people to aim higher and extend their skills throughout their working life – **Learning longer**

open up employment opportunities that demand higher-level skills – **Getting smarter**

provide better information about career pathways and training opportunities and make the training system more responsive –

Making it easier.



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Individuals and Social Contexts

Skills reform is creating new inequalities

Socially and economically society is divided

Wellbeing of individuals is not readily recognized

Youth who are disadvantaged due to wellbeing issues such as social exclusion, marginalization and social justice are pressured



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Welfare Institutional Contexts

Smith et al. reported, 2008:

Role of education in the community to be in a young persons context

De-institutionalization of relationships between teachers and students necessary



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Welfare Intervention

HEAT provide intensive youth support for participants in all areas of their wellbeing such as

- mental health
- homelessness
- substance abuse
- domestic violence
- all forms of abuse

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Movement towards Business Model



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Movement towards Business Model cont...

Value propositions

Market segment

Revenue generation and margins

Position in value market

Competitive strategy



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Questions for discussion

If you were to take an objective perspective, what would be your thoughts on the current climate for HEAT?

How can the research and evaluation effectively address these contradictions in practice?



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Reflection on Methodology

Perennial issues of methodology

Mixed methods – Qualitative and Quantitative

Internalization - democratic ideals maintained including

- Human Rights
- Self governance
- Self determination
- Conscience
- Autonomy



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Reflection on Methodology cont...

Externalization – Deliberate governance

to deliberate, discuss and examine the process of decision making and the process by which decisions are implemented or not eg. allocation of monies

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Reflection on Methodology cont...

Surveys and questionnaires

Observations

Participation in activities

Interviews

Focus groups

Comparative studies

Case studies

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Research and Evaluation focus

Assets focus

Awareness focus

Comparative focus

Effectiveness focus

Outcomes focus

Qualitative focus

Attitude focus

Behaviour focus

Descriptive focus

Formative focus

Quality of life focus



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Questions for discussion

What other methodologies could be included to further research and evaluate the HEAT program?



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Human Potential and Development

"If human beings are perceived as potentials rather than problems, as possessing strengths instead of weaknesses, as unlimited rather than dull and unresponsive, then they thrive and grow to their capabilities" Barbara Bush (American first lady (1989-93), the wife of George Bush, b.1925)



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Human Potential and Development cont...

Unlimited human potential

Practical program

Sense of self worth

Sense of value

Increased self esteem

Accredited training qualifications

Life skills

Preparation for further training or employment



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Ethical Considerations

Relevant persons such as Advisory Committee and stakeholders are consulted and acceptance received

Participants guide the research and their wishes are respected

The research is visible and open to suggestions

Permission is obtained

Confidentiality

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Ethical Considerations cont...

Availability of information generated for all participants

Transparency

Balancing competing interests organizational and individual

Sensitivity surrounding social discourses, cultural and socioeconomic background of the participants

Interagency issues

Conflict of interest



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Questions for discussion

What further Ethical Considerations may be encountered during the research?



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Discussion

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TEN COMMANDMENTS OF EVALUATION

- 1) Thou shalt have no other gods before evaluation – not planning, not policy analysis, not applied social science, *certainly not* basic research or theory or sociology or psychology or any other *ology* or *ism* because the fields of research are confused enough already and if evaluators don't put evaluation first, then who will?
- 2) They shalt not worship any idols or other graven images whether they be rock stars, politicians, TV personalities, big-name academics, or any other stakeholders because stakeholders put their pants or skirts on one leg at a time just like evaluators, so if evaluators start worshipping stakeholders, then stakeholders will get to thinking they're better than evaluators and they won't accord us the proper respect – which, if you have noticed, is already in pretty damn short supply.

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Ten Commandments cont...

- 3) Thou shalt not take the name of evaluation in vain. (If you can't say something nice, don't say anything at all, unless of course you're writing a final evaluation report – then give 'em hell.)
- 4) Remember the day your report is due, to keep it holy. Six days (metaphorically) you may gather your data, but the seventh day is set aside to report and apply findings. (There is no day of rest for evaluators.)
- 5) Honour your stakeholders and data providers, so that you may continue to find more work to do.
- 6) Thou shalt not kill. (Remind stakeholders often of this commandment-especially as it applies to bearers of bad news.)

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Ten Commandments cont...

- 7) Thou shalt not commit adultery with stakeholder spouses. (This tends to threaten validity, reliability, objectivity, and your life. If you fail to heed this commandment, and get caught, refer the offended stakeholder back to commandment 6.)
- 8) Thou shalt not steal other evaluators' contracts-data maybe, but never contracts.
- 9) Thou shalt not bear witness against they neighbour. (In other words, don't fudge the data. It's not nice.)

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Ten Commandments cont...

- 10) Thou shalt not covet thy stakeholder's house or thy stakeholder's spouse, or servant, or ox, or donkey, or anything that belongs to your stakeholders, including especially the stakeholder's stake, which if you coveted it and actually got it would make you the stakeholder rather than the evaluator, which just goes to show you the trouble that can come of this coveting business to begin with-so don't.

(Patton, 1987)



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