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# Research matters

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## ASTO 2019 Conference



# Overview

- OYT North: Social Impact Study – lessons learned so far
- Using the ASTO Theory of Change – activity
- Practitioners as Researchers – an opportunity



# Social Impact Study

Lessons learned so far:

- Planning
- Funding
- Maintaining relationships with crews
  - under 18s and adults-at-risk
  - Schools and youth organisations
- Research design
  - Methodology
  - Participants
  - Ethics
- Reporting

# ASTO Theory of Change

Aim: to consider how you might apply this to your own practice:

In your groups

- Choose one *What they learn* outcome
- Discuss:
  - List what you might observe
  - How do you know 'they' are learning?

Be prepared to discuss with the audience

(For ASTO *Theory of Change* see Noble et al., 2017)

# HOW YOUNG PEOPLE ARE POSITIVELY AFFECTED BY SAIL TRAINING

## Sail training 'boosters'

'Intense / accelerated' experience – continuous, residential, can't walk away intensifies outcomes

'Peak' experience – strong memories creating more lasting impact

'Real' experience – actions have real consequences and learning is less abstract

'Risky' experience – participants feel trusted with responsibilities; + feel vulnerable, creating greater sense of equality

'Different' experience – new environment, no baggage

'Isolated' experience – lack of distraction means participants are more present

## Activities

Doing things you don't think you can do / doing things outside your comfort zone eg climbing aloft, overcoming seasickness

Overcoming personal challenges to achieve goals

Being trusted by staff + given responsibility with real consequences

Doing things you don't want to do, eg domestic chores

Following a routine

Working as a team + supporting peers to achieve goals

Meeting and living in close proximity with new people

Problem solving put into practice

Learning and practicing new things

Learning about the environment

## What they learn

Pride / sense of achievement

Self-confidence / self-belief / self-esteem

Self-reliance / independence

Resilience

Self-control / personal discipline

Organisational skills + time management

Value of teamwork + cooperation

Respect for + understanding of others

Expanded horizons

Knowledge of different social groups + ability to bridge social differences

Tangible skills (domestic, sailing, others)

Critical thinking skills

Knowledge of / respect for the environment

## How it helps

Improved happiness / wellbeing

Higher aspirations

"Can do" attitude

Better engaged in communities / responsible citizens

Better relationships

More engaged in learning

## Long-term impacts

Improved educational attainment

Improved employability

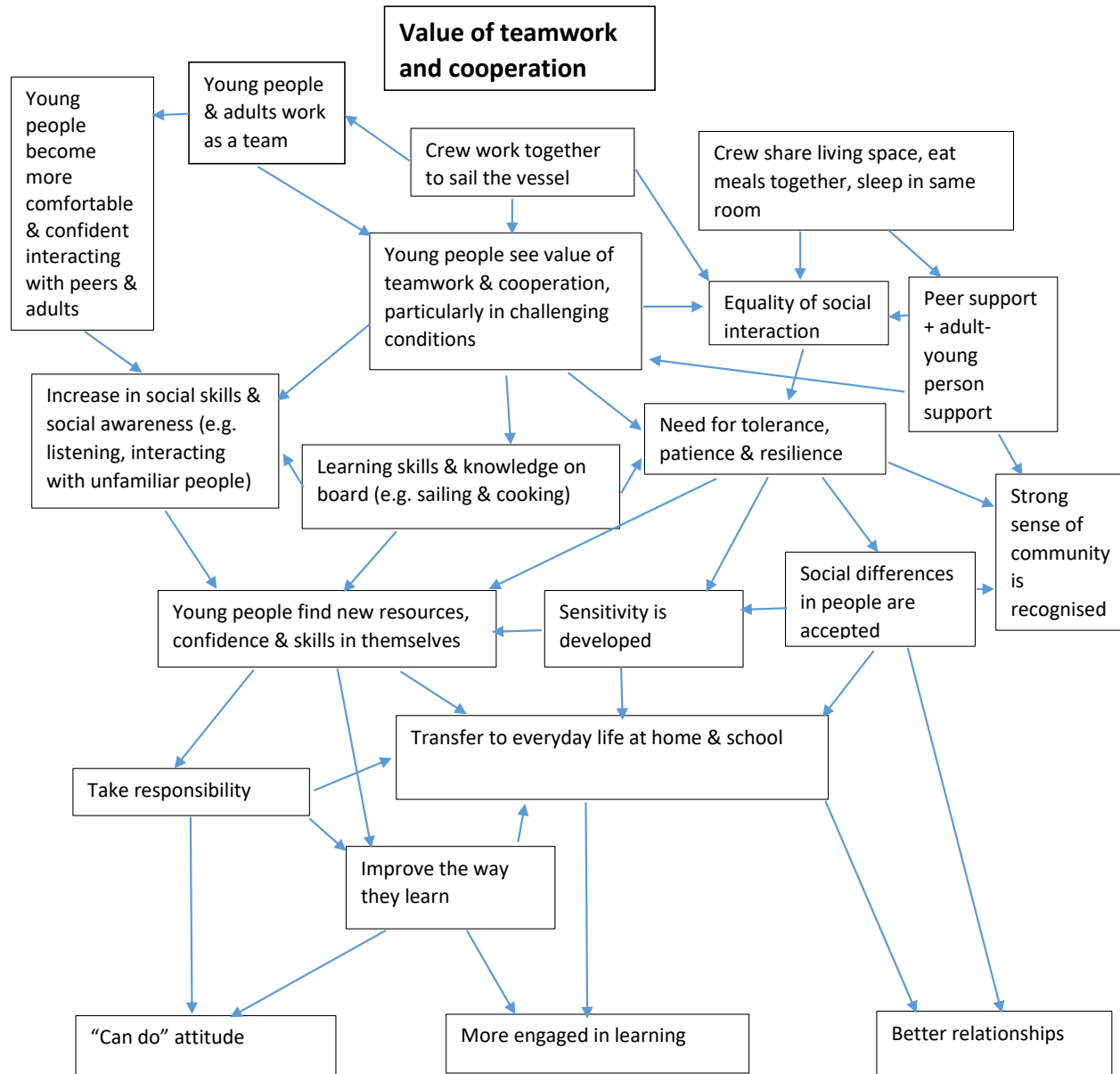
Improved long-term life chances

Personal development

Social development

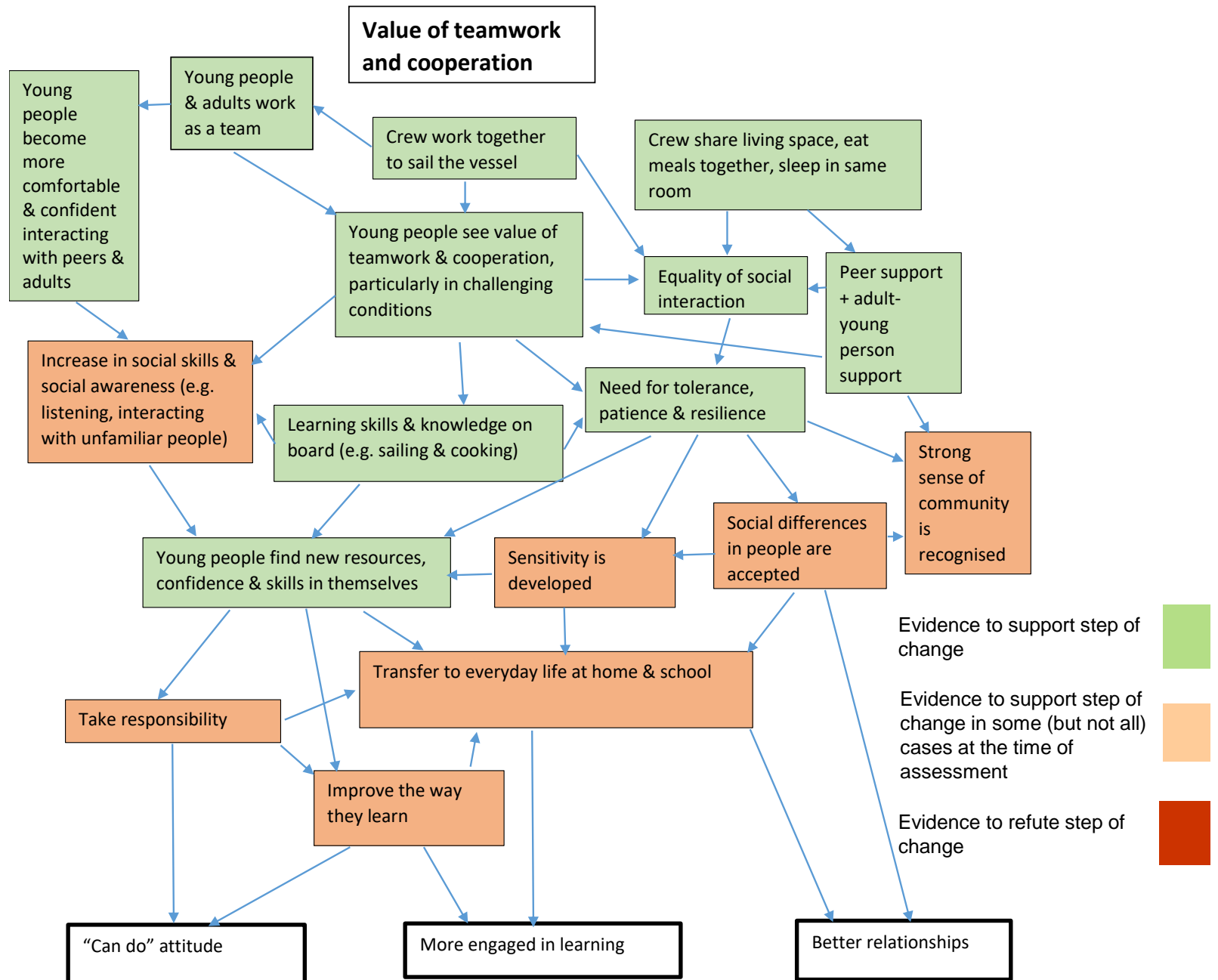
Skills

# Steps of change process – sail training (start/ finish dates)



Model after  
Tiplady, 2018

# Steps of change process – sail training (start/ finish dates)



Model after  
Tiplady, 2018



# What is it about the activity/ies?

Discuss:

1. Is it the activity itself?
2. Is it the social interaction it creates?
3. What is going to achieve the most 'learning'?

# Practitioners as Researchers

Aim: To explore the experience of practitioners in becoming practitioner-researchers

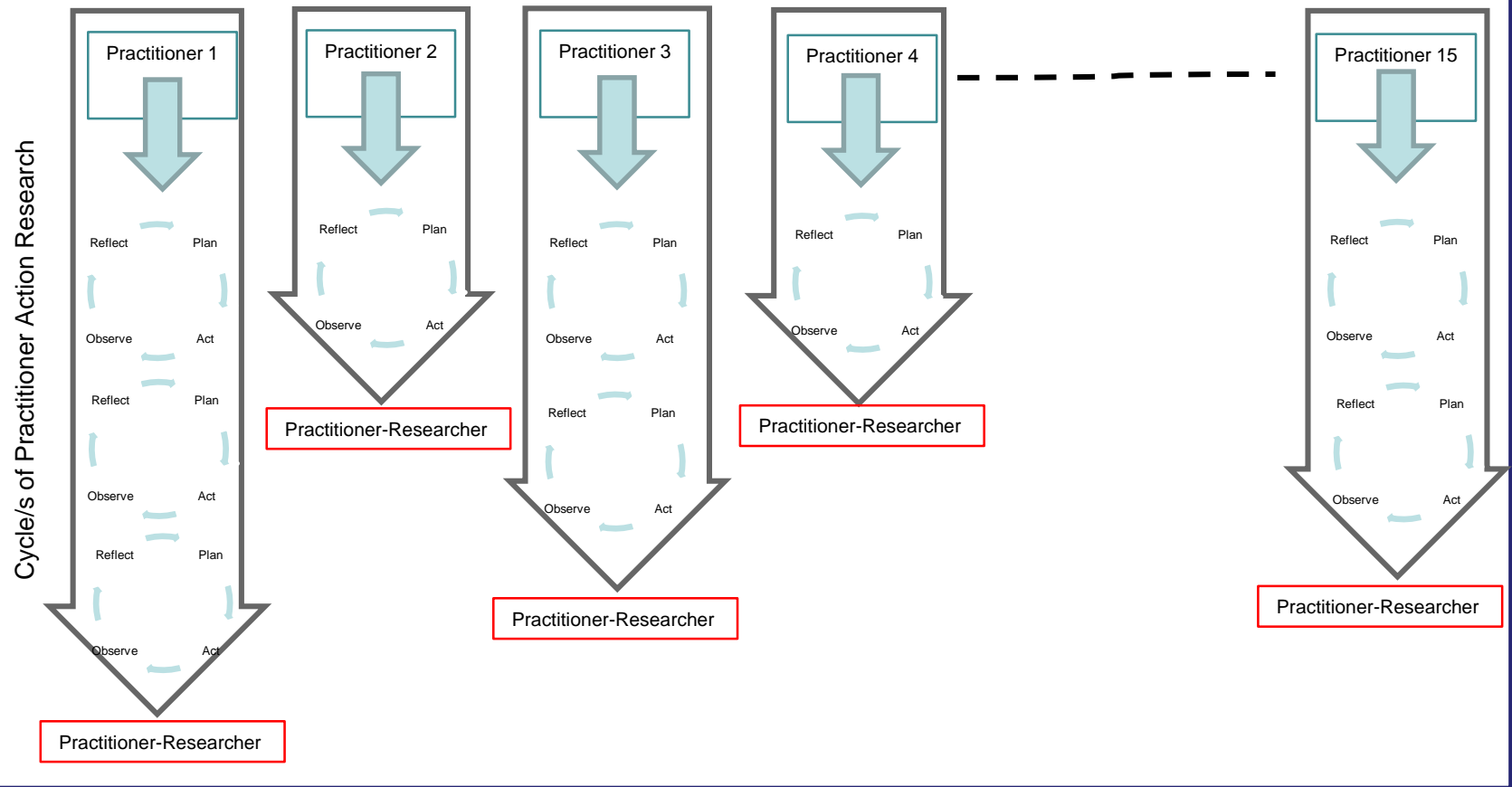
How: recruit, train and support YOU in conducting action research in your own setting

When:

- Recruitment now open
- Training workshop: March/ April 2019 (Newcastle)
- Project/ ethical approval
- Action Research: April – September 2019
- Analysis workshop: November 2019 (Newcastle)
- Presentation of findings: December 2019

# How will it work?

Exploring the *boundary crossing* experiences of Sail Training Practitioners as they become Practitioner-Researchers



# Any questions?

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## References

Noble, J., Kenley, A. & Patel, S. (2017) *ASTO theory of change, evidence review & measurement framework*. Association of Sail Training Organisations (ASTO) and New Philanthropy Capital (NPC). Available at <https://uksailtraining.org.uk/images/stories/Sailtrainingworksevidence/public-ASTO-Theory-of-Change-measurement-framework.pdf>

Tiplady, L. (2018) *Impacting on young people's emotional wellbeing through Forest School: The Breeze Project, pilot year*. Research Centre for Learning and Teaching, Newcastle University. Available at [https://www.researchgate.net/publication/328248673\\_Impacting\\_on\\_young\\_people's\\_emotional\\_wellbeing\\_through\\_Forest\\_School\\_The\\_Breeze\\_Project\\_pilot\\_year](https://www.researchgate.net/publication/328248673_Impacting_on_young_people's_emotional_wellbeing_through_Forest_School_The_Breeze_Project_pilot_year)