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ASTO Theory of Change

Prof Heather Prince & Dr Eric Fletcher
ASTO Conference January 2020
Aim

• Introduction to the ASTO Theory of Change (ToC)
• Which activities in the ToC are the most important? (Diamond Ranking activity)
• How does the ToC influence what you do?
ASTO Theory of Change

A framework to think about what you do:

• Activities
  – Personal development
  – Skills
  – Social development
• What they learn
• What does ‘learning’ look like?

(Noble et al., 2017)
### HOW YOUNG PEOPLE ARE POSITIVELY AFFECTED BY SAIL TRAINING

<table>
<thead>
<tr>
<th>Sail training ‘boosters’</th>
<th>Activities</th>
<th>What they learn</th>
<th>How it helps</th>
<th>Long-term impacts</th>
</tr>
</thead>
<tbody>
<tr>
<td>'Intense / accelerated' experience – continuous, residential, can’t walk away intensifies outcomes</td>
<td>Doing things you don’t think you can do / doing things outside your comfort zone eg climbing aloft, overcoming seasickness</td>
<td>Pride / sense of achievement</td>
<td>Improved educational attainment</td>
<td></td>
</tr>
<tr>
<td>'Peak' experience – strong memories creating more lasting impact</td>
<td>Overcoming personal challenges to achieve goals</td>
<td>Self-confidence / self-belief / self-esteem</td>
<td>Improved happiness / wellbeing</td>
<td></td>
</tr>
<tr>
<td>'Real' experience – actions have real consequences and learning is less abstract</td>
<td>Being trusted by staff + given responsibility with real consequences</td>
<td>Self-reliance / independence</td>
<td>Higher aspirations</td>
<td></td>
</tr>
<tr>
<td>'Risky' experience – participants feel trusted with responsibilities; + feel vulnerable, creating greater sense of equality</td>
<td>Doing things you don’t want to do, eg domestic chores</td>
<td>Resilience</td>
<td>&quot;Can do&quot; attitude</td>
<td></td>
</tr>
<tr>
<td>'Different' experience – new environment, no baggage</td>
<td>Following a routine</td>
<td></td>
<td>Better engaged in communities / responsible citizens</td>
<td></td>
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<tr>
<td>'Isolated' experience – lack of distraction means participants are more present</td>
<td></td>
<td></td>
<td>Better relationships</td>
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<td>More engaged in learning</td>
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<td>Improved employability</td>
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<td>Improved long-term life chances</td>
<td></td>
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<td></td>
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<td></td>
<td>Improved social and emotional skills</td>
<td></td>
</tr>
</tbody>
</table>

### Personal development
- Problem solving put into practice
- "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

### Social development
- "Peak" experience – strong memories creating more lasting impact
- '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

### Skills
- "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
ToC activities

Diamond Ranking:
Consider the ten activities (taken from the ToC) and think about the ‘What they learn’. Then rank the activities in order of their significance to the sail training experience.

You have 15 minutes
ToC activities and staff practice

Using the template provided, consider the activities and then what you currently do and how this might be improved.

Record your thoughts (5 minutes)
Now discuss with your group (10 minutes)

Be prepared to share your thinking in a de-brief
Example: Steps of change process – sail training

Value of teamwork and cooperation

- Young people & adults work as a team
- Crew work together to sail the vessel
- Crew share living space, eat meals together, sleep in the same room
- Young people see value of teamwork & cooperation, particularly in challenging conditions
- Equality of social interaction
- Peer support + adult-young person support
- Strong sense of community is recognised

Young people become more comfortable & confident interacting with peers & adults

Increase in social skills & social awareness (e.g. listening, interacting with unfamiliar people)

Learning skills & knowledge on board (e.g. sailing & cooking)

Sensitivity is developed

Social differences in people are accepted

Need for tolerance, patience & resilience

Transfer to everyday life at home & school

Take responsibility

“Can do” attitude

More engaged in learning

Better relationships

Prince, 2019; Model after Tiplady, 2018
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- Learning skills & knowledge on board (e.g. sailing & cooking)
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- Social differences in people are accepted
- Strong sense of community is recognised

- Young people find new resources, confidence & skills in themselves
- Sensitivity is developed
- Evidence to support step of change

- Take responsibility
- Improve the way they learn
- “Can do” attitude
- More engaged in learning
- Better relationships

Evidence to support step of change in some (but not all) cases at the time of assessment

Evidence to refute step of change

Prince, 2019; Model after Tiplady, 2018
Any questions?

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References
