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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

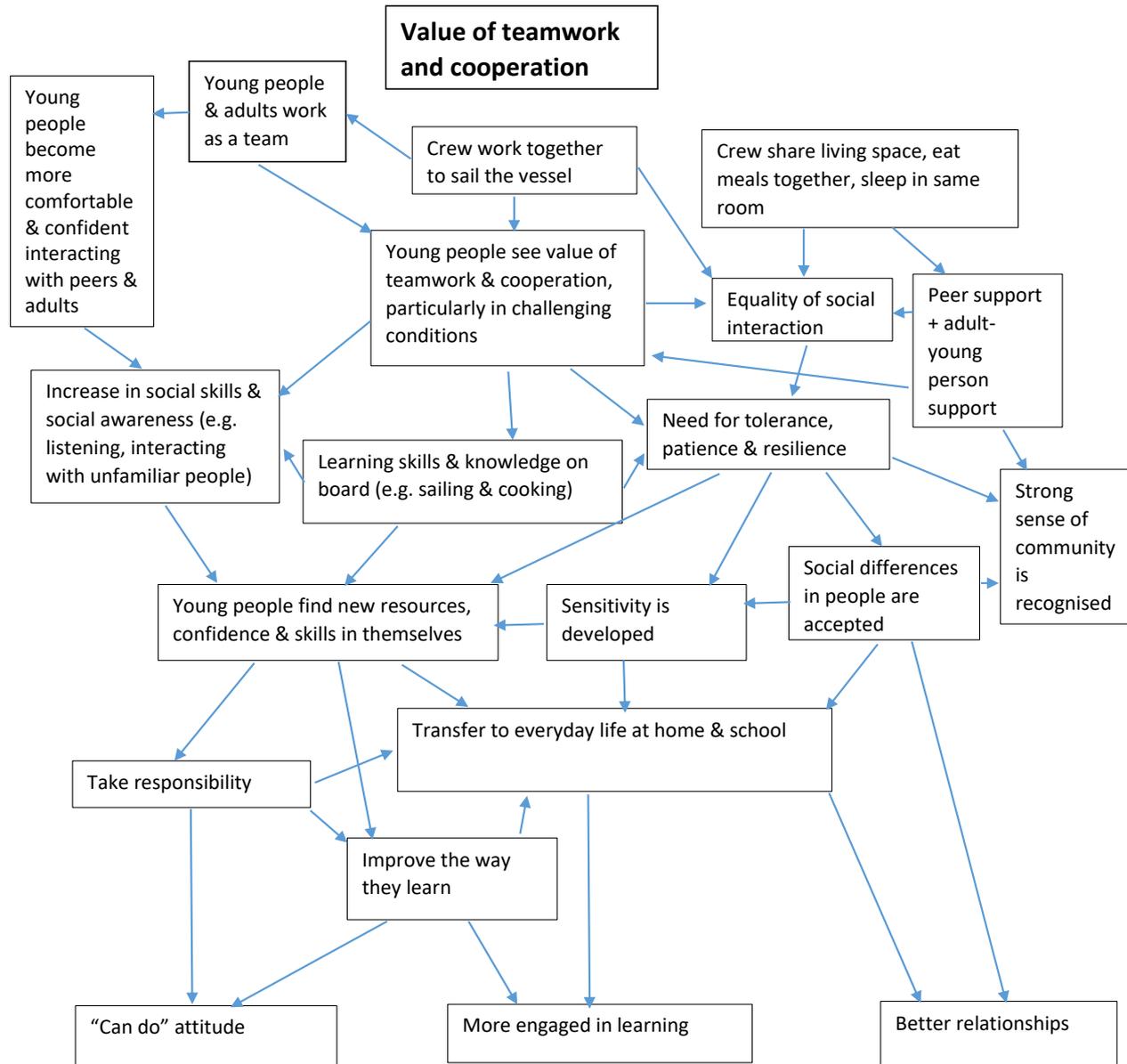
Improved long-term life chances

Personal development

Social development

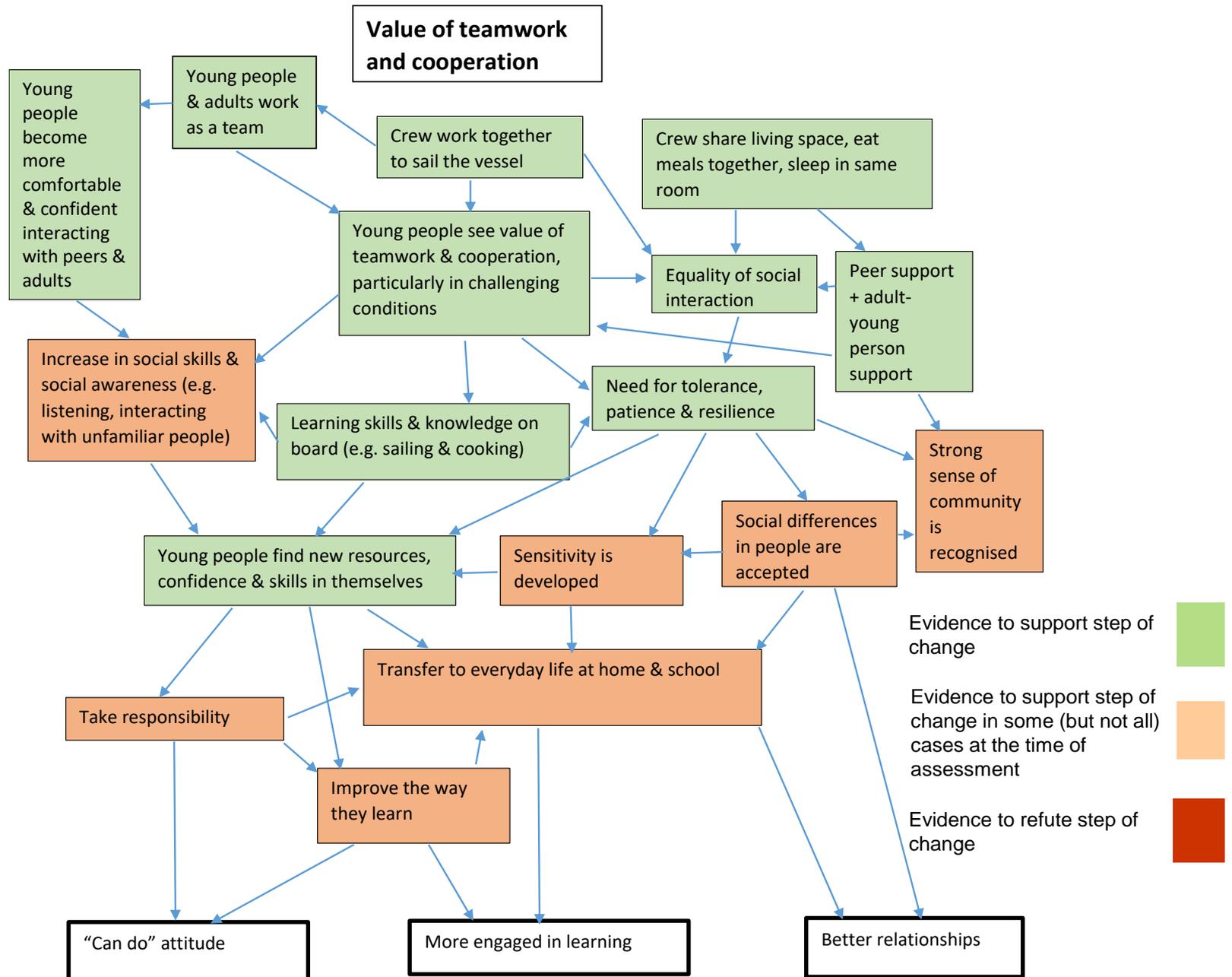
Skills

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

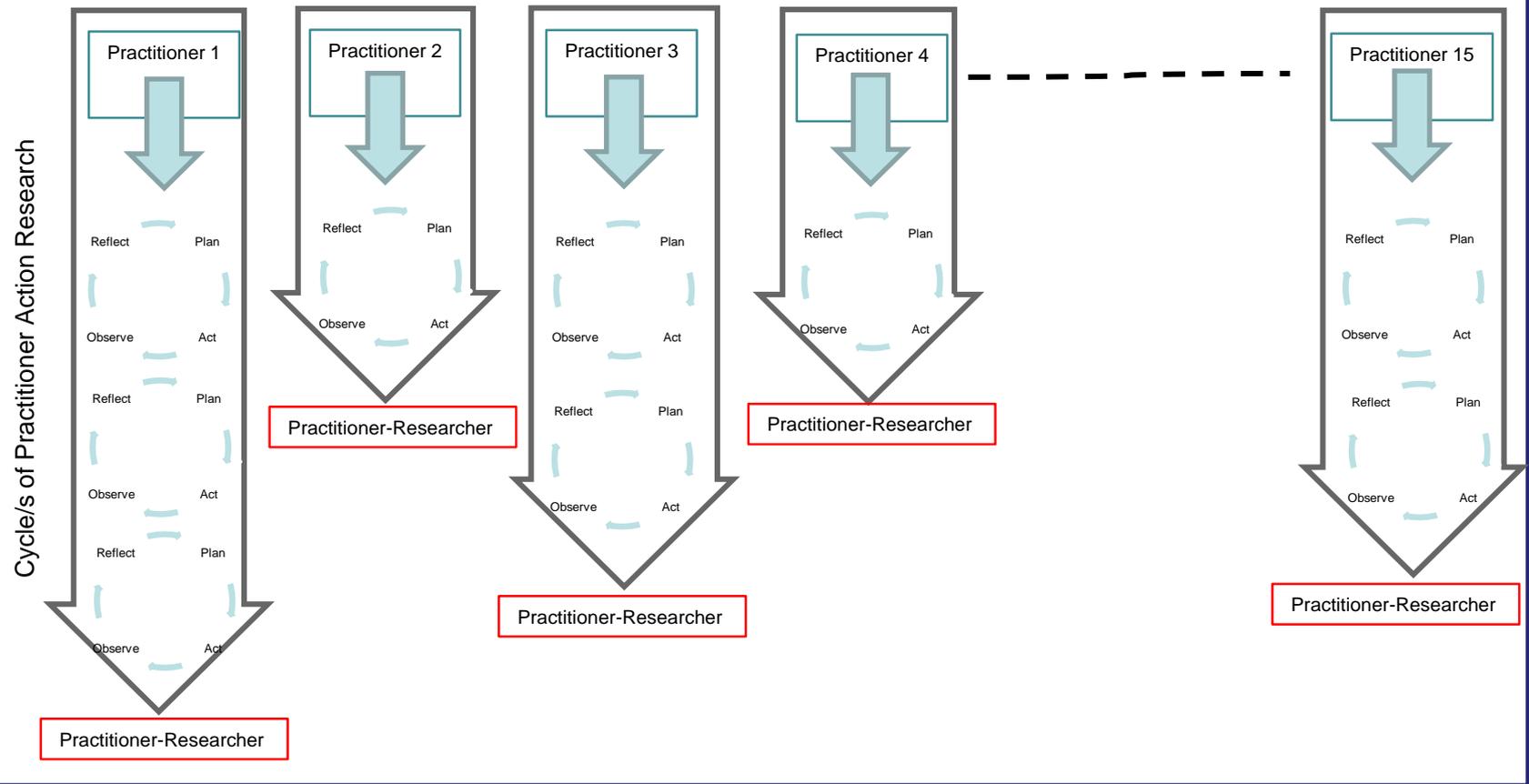
How: recruit, train and support YOU in conducting action research in your own setting

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