Measuring Outcomes in Relation to SCP Core Elements

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Why discuss this?!
Limits to SMART outcomes (Downes 2007)

Wider UN Framework of Structural, Process and Outcome Indicators

Structural Indicators:
- International Conventions and National Strategies
- Examples from the context of human trafficking

Core Structural Indicators for SCP Agreed at National Level?

Anticipated Outcomes Approach (Ivers, McLoughlin & Downes 2010)

Process Indicators - Examples

Previous Critiques of SCP (Downes, Maunsell & Ivers 2006; Downes & Gilligan 2007)

Outcomes Wider than Literacy and Numeracy for SCP
- Aim: An Agreed Language of Goals (SI, PI and OI) for Each of the SCP Core Elements
Limits to SMART outcomes (Downes 2007)
A range of contexts have been identified where the dominion of SMART outcomes has less relevance (Downes 2007).

- The tendency to overlook background contingent conditions for the cause to ‘work’
- SMART outcomes as behavioural indicators: Limits to behaviouristic assumptions
- Beyond simple causality in SMART outcomes to complex causality and a systemic focus
- An individual learner-centred focus may be in tension with a generic outcomes focus
The tendency to overlook background contingent conditions for the cause to ‘work’

- SMART outcomes provide the temptation to select those with more stable background conditions in order to improve the chances of causal impact of the intervention thereby excluding the most disadvantaged groups from the intervention.

- SMART outcomes bring the danger that the most disadvantaged children and families may become filtered out of focus as it is these groups which may be most resistant to measurable gains.
SMART outcomes as behavioural indicators: Limits to behaviouristic assumptions

- A focus on behavioural indicators may tend to minimise focus on emotional indicators that are less easily measurable and may require a longer time period for change to be manifested.

- Behaviourist assumptions of a one to one correspondence between an antecedent (intervention) and a consequent (outcome) have been questioned within behaviourism by Rachlin (1984). This one to one correspondence is oversimplified and requires acceptance of a systemic interaction between a range of antecedents and a range of consequents.
Beyond simple causality in SMART outcomes to complex causality and a systemic focus

- There is a need for more than single dimensional interventions as part of an integrated intervention strategy. What is called an outcomes focus is often a uni-dimensional outcome focus.

- A uni-dimensional outcome focus is in tension with an integrated strategy and integrated interventions focus as they are part of a complex system of interactions.
An individual learner-centred focus may be in tension with a generic outcomes focus

- There is a need to start from where the learner is at and a SMART outcomes focus may invite a tendency to impose an agenda on the learner that is not necessarily shared with and owned by the learner.

- The learner’s pace may not fit within the limits of the SMART outcome timeframe. Commitment to generic outcomes may be in tension with the disparate starting points of the range of individuals involved in the particular intervention.

- SMART outcomes may be overly narrowly focused on individual gains as opposed to gains in community development or family relations.
Wider UN Framework of Structural, Process and Outcome Indicators
The need for wider indicators and benchmarks for social inequality through a focus on structural, process and outcome indicators

In the words of the UN Special Rapporteur on the international right to health (2006):

‘54. **Structural indicators** address whether or not key structures and mechanisms that are necessary for, or conducive to, the realization of the right to health, are in place. They are often (but not always) framed as a question generating a yes/no answer. For example, they may address: the ratification of international treaties that include the right to health; the adoption of national laws and policies that expressly promote and protect the right to health; or the existence of basic institutional mechanisms that facilitate the realization of the right to health...’;
55. ‘**Process indicators** measure programmes, activities and interventions. They measure, as it were, State effort’;

57 ‘**Outcome indicators** will often be used in conjunction with benchmarks or targets to measure change over time’.

- This framework moves beyond the qualitative/quantitative framework as process indicators can be quantified
- It allows for a more dynamic focus on how a system is changing in relation to indicators – this is necessary for complex, changing environments
- It provides a focus on a system and subsystems in relation to indicators as benchmarks for progress within a system and subsystem

(See also Downes 2007 and Downes 2008 for applications of these indicators to wider contexts such as socioeconomic exclusion and human trafficking in the Baltic States)
a structural, process and outcomes indicators approach is highly suited to assessing progress at a community development level, as is recognized by the UN Special Rapporteur on the Right to Health (2005, 2006)
Structural Indicators

International Conventions and National Strategies

- International Right to Health, including Mental Health (2002)
- National Children’s Strategy (2000)
- National Drugs Strategy (2010)
- EU Commission Documents on Lifelong Learning: Includes Goals of Active Citizenship, Personal Fulfillment
- Resource materials
Structural Indicators (Downes et al 2008)

- **Prevention – Structural Indicator**
  
  *Strict State Monitoring of Standards for Labour Agencies*
  
  *Facilitating Employment Abroad*

- **Prevention – Structural Indicator**
  
  *Restriction of Advertising of the Sex Industry in Both the State and Private Sphere, including Taxis, Airports, Newspapers – Advertising Arguably Contrary to the UN Convention on the Elimination of All Forms of Discrimination Against Women*
Core Structural Indicators for SCP Agreed at National Level?
Anticipated Outcomes from CASPr (Ivers, McLoughlin & Downes 2010)

- After school to modify the impact of poverty (Posner and Vandell 1994; Friel & Conlon 2004)

- After school and early school leaving (Posner & Vandell 1994; Hennessy & Donnelly 2005)

- After school and social skills (Posner & Vandell 1994; Ivers 2008)


- Afterschool and overcoming fear of failure (Glasser 1969; Warnock 1977; Handy & Aitken 1990; Casby 1997; Kellaghan et al 1995; MacDevitt 1998; Kelly 1999)
- After school and positive climate (Halpern, 2000).
- After school and self-directed learning (Halpern, 2000).
- After school and language development (NESF 2009)
- After school and safety (Halpern 1999)
- After school and the Arts (McNeal 1995, Downes, 2006)
- After school and supports for parents minding children (Hennessy and Donnelly 2005, Mulkerrins 2007)
- After school and staff quality (Graham 2006, Downes 2006)
Process Indicators

Engagement of marginalized parents (also as an outcome indicator – challenge fatalism, fear of failure (Downes 2003) and anomie)
Process indicators (Downes et al 2008)

- **Prevention – Process Indicator**
  The Governments of the Estonia, Latvia and Lithuania have focused heavily on trafficking prevention campaigns in schools. This is important but trafficking is a problem of the whole of society and unfortunately in Estonia and Latvia in particular, a campaign to target the whole of society has often been neglected.

- **Prevention – Process Indicator**
  Links are now made between poverty, education, prostitution and trafficking. Gender inequality is presented as ‘the second most important factor in creating conditions for prostitution and trafficking’

- **Prevention – Process Indicator**
  Specific Supports for the Vulnerable Group of Children in Orphanages and Strategies to Support Orphans after they leave the Orphanage.
Previous Critiques of SCP (Downes, Maunsell & Ivers 2006; Downes & Gilligan 2007)
Outcomes Wider than Literacy and Numeracy for SCP
Outcome Indicators (Downes et al 2008)

- Prosecution - Outcome indicator
  
  *Numbers of arrests of traffickers per annum.*

- Prosecution - Outcome indicator
  
  *Average length of sentences of traffickers per annum.*

- Prosecution - Outcome indicator
  
  *Numbers of arrests of users of sex services per annum.*
Aim: An Agreed Language of Goals (SI, PI and OI) for Each of the SCP Core Elements
16 Core Elements

- Extra-curricular activities / Sports
- After school clubs / homework clubs
- Individual support / one-to-one / key work / personal development / group work
- Breakfast clubs / lunch clubs / school meals
- Counselling / therapies
- Summer programmes / educational trips
- Learning support / Literacy and Numeracy support
- Attendance tracking / monitoring / awards / rewards
- Transfer programmes / transition / induction
- Staff
- Interagency collaboration / co-operation / liaising / networking
- Family support / home visits
- Behaviour management / anger management / suspension intervention
- Targeting / Prioritisation of young people at risk of early school leaving
- Mentoring
- Transport
REFERENCES:


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UNITED NATIONS Economic and Social Council 21st February 2005 COMMISSION ON HUMAN RIGHTS, ECONOMIC, SOCIAL AND CULTURAL RIGHTS. Report submitted by the Special Rapporteur on the right of everyone to the highest attainable standard of physical and mental health, Paul Hunt, MISSION TO ROMANIA

UNITED NATIONS Economic and Social Council 3 March 2006 COMMISSION ON HUMAN RIGHTS ECONOMIC, SOCIAL AND CULTURAL RIGHTS. Report of the Special Rapporteur on the right of everyone to the enjoyment of the highest attainable standard of physical and mental health, Paul Hunt


UN International Covenant on Economic Social and Cultural Rights (ICESCR), article 2, para 1 (United Nations, Treaty Series, vol. 993, p. 3)
