

Learning for Effective Practice

Mediation North Autumn Conference

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This plenary aims to:

- § Show how practitioners can be involved at every stage in learning and improving the service
- § Inspire you and your service to take responsibility for learning from your experience

Monitoring and Evaluation Framework

System	Main focus	What is examined
Monitoring	Outputs	Effort (providing activities)
Evaluation	Outcomes	Effectiveness (achieving your service's objectives)
Impact Assessment	Impact	Change (improving situation of service users & others)

Monitoring

The systematic and continuous assessment of the progress of a piece of work over time.

Monitoring checks that things are going to plan and enables methodical service management.

Monitoring Outputs: Ask ...

1. How did parties reach the service?
2. What proportion of referrals were accepted?
3. How much time elapsed between referral and assessment?
4. What was the average duration of cases from assessment to closure?
5. Were service targets and standards met?
6. Were correct procedures followed?

Evaluation

The systematic and objective assessment of an ongoing or completed piece of work.

Evaluation may examine the relevance, effectiveness, efficiency, impact or sustainability of a piece of work against its stated aims and objectives.

Evaluating Outcomes: Ask ...

1. What barriers limit access to the service?
2. How frequently did a mediated case result in full or partial settlement?
3. In what ways did relationships change?
4. What difference does the service make in improving communication and conflict resolution skills?

Impact Assessment

The assessment of positive and negative longer term effects produced by an intervention.

Impacts may be achieved both directly and indirectly, and may be intended or unintended.

Impact assessment: Ask ...

- § How far is the service preventing re-referrals (+12 months)?
- § Do parties transfer their experience of mediation into other parts of their life?
- § Is the service driving conflict underground?
- § What impact is the service having on the community and on referrers?

Catching quality

- § **Practitioners'** experience informs:
- § The **case manager, volunteer manager and supervisor**. They collate learning & report to:
- § The **service manager**. S/he builds the big picture to help:
- § The **trustees or organisational line manager** set strategy and plan future learning, so that:
- § **Practitioners'** practice improves and service-users get a better service

Reflective practice

- § Donald Schön: Educating the Reflective Practitioner; see also www.infed.org
- § *Reflection-in-action*: the ability to think on your feet, and apply previous experience to new situations.
- § *Reflection-on-action*: consciously undertaken, rigorous, guided.

The tools you already have:

- § 1-2-1 supervision
- § After-visit debriefing
- § Case reports
- § Volunteer meetings
- § Practice development training
- § Appraisals

You might also think about:

- § A journal to track learning and experiences
- § A notebook for theories and questions – and build them into case discussions
- § Adding a section to case reports on learning or example of good practice
- § Reflective Peace-building, Lederach, 2007

Meeting the future

- § If you can't show what a good job you're doing – or if you think showing that isn't important for you – you put both the service and your clients at risk.
- § An organisation which can learn has the tools it needs to shape its own future.