



An outcomes-based approach to Promoting the Welsh language: guidelines for WLB Grant Recipients



A request for assistance

This is the first version of this document. As a result, it is very probable that we have not addressed all the relevant issues that your organisation will face when you plan on the basis of outcomes. It should be considered a 'live' document which will change on the basis of experience in the field.

The Board therefore intends to revise and update the document regularly. We would appreciate your help in so doing. Would it be possible for you to send comments, constructive criticism, ideas for improvement or stories regarding your experience of using the document to the Board?

You may contact us through the usual channels, or even send the document back to us with 'tracked changes' and 'comments'. On the basis of your experience, we will then create the next version of the document, which we hope will further assist you to promote the Welsh language.

With many thanks in advance for sparing the time to send your comments and with best wishes for your work.

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Leader, Research, Grants and Language Technology Unit

Welsh Language Board, June 2010.

1 Outcome based funding – a guide for the Board’s Grant recipients

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1.1 Background

Like every public body, the Welsh Language Board must ensure best value with respect to the money it spends. In order to do this, we must be able to provide evidence of the success of our work and the work we fund. One way amongst many of contributing to this aim is 'outcome' based funding.¹ As noted on our website, and in correspondence with all our grant recipients, the Board's Grants Scheme for the Promotion of Welsh will move gradually to be outcomes based from the financial year 2011/12. We hope that such a system will also help you to recognise those elements of your work which are most effective. This method of funding is very common in the Public and Voluntary Sectors and is being more widely adopted. For more background on the need for outcome based planning, you may wish to read a recent report by the Wales Audit Office, [A Picture of Public Services: Financial Challenges Facing Public Services and lessons learnt from our work](#). The main conclusions of that report were as follows:

Wales Audit Office] work over the past five years shows that public services will need to base their responses around:

- a sustainable strategic approach that is well thought through, based on sound analysis of evidence, links financial and delivery planning and sets out a robust approach to measuring progress towards outcomes;
- an approach to collaboration that is focused on delivering shared outcomes from a citizen perspective;
- a mature approach to risk that balances the need for robust governance and management with the need for public services to take calculated and well-managed risks in order to change and improve services;
- getting the best from the many people who work in public services, including flexible and smarter ways of working;
- a more comprehensive and radical approach to efficiency that focuses on innovation' and
- Improving outcomes rather than just cost-cutting."

This document responds to the following:

- The current difficult financial situation
- the need to use the scarce resources we have to increase the use of the Welsh language and for the best interests of Welsh-speakers
- The financial directive and guidance outlined above.

Its long-term aim is to enable us, the funders, and you, the organizations who receive grants from us, to cut unnecessary bureaucracy and save time, whilst improving the quality of the information collected on the effect of our funding on the use of the Welsh language. We are especially grateful for the assistance of the Big Lottery Fund in the preparation of this document. The introduction of any new system is bound to raise questions, and the Board commits to consider your feedback for future years and to adapt the system where needed. With any new system, an element of new terminology also appears. The short vocabulary list below is included to assist you to familiarise yourself with the field:

¹ It was noted in Pricewaterhouse Coopers' Internal Audit Report on Grant and Project Management, January 2010, that the Board should measure the effects of the grants allocated on the usage of Welsh and that every target agreed with the grant body to implement those outcomes, and also in connection with the funded projects should be SMART targets. See also the National Assembly for Wales' Public Accounts Committee's report, *Communities First*, February 2010 (www.assemblywales.org).

- Output (Allbwn) - the product, services or facilities produced by the activities of an organisation/project
- Outcomes (Deilliannau) - the changes, benefits, learning or other effects that happen as a result of the project or what the organisation has done/offered/provided
- Impact (Traweffaith) - wider or longer term effects as a result of a project or organisation's outputs, outcomes and activities
- Policy Intervention (Ymyrraeth Polisi) - in the Board's case - a grant/project/contractors'/officers' activities to promote and facilitate the use of Welsh.

The first thing to note is that working on the basis of outcomes is *more than just evaluation*. Assessing *and planning* outcomes begins *before* policy intervention ('policy intervention' is used to mean any kind of grant/project/officers/contractors' activities or time dedicated to linguistic planning aims). Evaluation occurs *during or after* a project and does not, necessarily, assess impact or the achievement of outcomes. It may, for example, assess to what degree a project has been managed well, or the extent to which it met its targets. Neither of these possibilities equate to assessing its long-term impact. So, impact is measured not only to collect management information, but also to ascertain – possibly years after the end of a policy intervention – what effect that intervention had, compared with its original intent.

When moving to a funding method based on linguistic outcomes, the Board will ask the bodies it funds to provide evidence of the difference that their work has made to language use. Internal monitoring carried out by the grant aided organisation itself will help the organisation to understand where it is succeeding and where improvements are required. No single method will suit every body, but it is likely to be a mixture of quantitative information, (for example, to prove that the grant targets have been reached which will release the next grant payments) and qualitative information - for example, the changes in people's feelings in the context of the body in question and its involvement with the Welsh language. Children in Need suggests using tools such as questionnaires, one to one interviews and video diaries. Formal Records of Lessons Learned (from Project Management methodologies), Citizens' Juries, County Forums where they already exist, and increased co-creation, which *includes* people in the policy intervention planning processes that are meant to effect them could also be considered. By including them from the outset, it could be easier to collect service users' feedback on the linguistic impact on them. The bibliography below includes many publications which will aid you to do this.

One of the most popular, and simple means of proving outcomes and the impact of work, used by the voluntary sector is the *Prove It!* Scheme. *Prove It!* (www.proveandimprove.org.uk) provides easily usable and adaptable toolkits. We would recommend that grant recipients consider using it, including the impact-tracking spreadsheets it provides. To summarise the principles of *Prove It!*, it is useful to quote some of the project's vision for outcomes below:

- Being participative increases the community's sense that it owns the measures
- Indicators validate social as opposed to physical outcomes
- Participative measurement becomes part of the project, in that it contributes to the building of trust
- Its flexibility and adaptability
- Useful in education policymakers and funders
- Will help to stimulate action.

For organisations who are incorporating outcomes to their work, *Prove It!* has detailed advice to offer. You may come across opposition to this kind of methodology, or a feeling that it detracts from the main focus of your work:

Some people in your organisation and elsewhere may be hostile to measuring. It may seem like policing or a way of highlighting the weak parts of their projects. There are three things you can do in response. First, involve them, so that measuring feels like something they do, not something that is done to them. Second, decide which of the benefits listed above are most important to them. Put them into your own words, with examples from your own experience. Third, but more long-term, create a climate in which mistakes are seen as opportunities to learn, not reasons for blame.

- *Prove it!* grew out of the recognition that what gets measured, matters, and that many positive outcomes of regeneration go unnoticed because only the things that are easy to count get counted.
- *Prove it!* is about keeping evaluation simple, manageable and possible within the limited resources that small-scale projects have available to them. An approach involving data collection methods that are fun and easy to use can encourage ownership of the project and make it more likely that evaluation becomes part of the culture of an organisation, rather than a burden.
- The principle behind *Prove it!* is to make the collection of data part of the process of regeneration in itself. Many of the overriding aims of a project (e.g. improving the social capital of a community) can be achieved by involving local people in its evaluation as well as its delivery. Our experience tells us that evaluation can add real value, build capacity of local groups and people, and can demonstrate impact on quality of life¹.
- 'I think it's fantastic. It assists – it's not a burden. It isn't dry either – it helps you to be imaginative about the project'.²

1.2 What are 'outcomes' in relation to the promotion of Welsh? In this context, outcomes basically mean the *linguistic* differences a particular piece of work achieves (not the work itself, or the targets implemented in order to achieve that outcome). Outcomes are planned in order to increase the use of Welsh in a certain region or domain (examples are supplied below).³ This process then leads to the drafting of targets which note the activities to be undertaken to increase the use of Welsh. For consistency, we will refer to 'outcomes' from this point onwards, rather than 'changes', 'results' or 'improvements' etc.

1.3 Why are outcomes important?

Awareness of the outcomes of your work can help you work more effectively. It can also help you discover what works well and what could be changed or improved, and what could be transferred to other organisations. It will also help you plan more strategically, report back

² All these quotations are taken from *Prove It!* Its development and its potential for evaluating community-based regeneration projects. New Economics Foundation, 2004.

³ 'Domain' is used to describe a situation, or a type of situation where a language is used, e.g. traditionally, the Chapel and the Home were two of the Welsh language's strongest domains. According to a more sociologically technical definition by Professor Joshua Fishman (author of the series 'Reversing Language Shift', 'a domain' is defined as "a sociocultural construct abstracted from topics of communication, relationships and interactions between communicators, and locales of communication in accord with the institutions of a society and the spheres of activity and culture in such a way that individual behaviour and social patterns can be distinguished and yet related to each other."

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more effectively on the success of your work, note what lessons others can learn from your experience, and *celebrate* the success of your work.

Collecting information on outcomes can also lead to other advantages:

- A common understanding of what an organisation expects a project to achieve can contribute to an increased sense of *purpose* within that organisation and further raise staff and volunteer awareness of that purpose.
- Evidence of outcomes can positively affect staff and stakeholders as they see the progress their work is making in increasing the use of Welsh.
- Planning activity around what works in the experience of grant-receiving organizations can ultimately make those organizations more effective and efficient. Not collecting more information than is necessary can reduce the amount of time they spend on monitoring and administrative work. We are fully aware that many of the Board's grant recipients already report to other funding bodies. Where appropriate, you could consider using evidence you have already collected in order to prove the outcomes of the Board's grant to you.
- Collecting appropriate information on outcomes can assist in showing other funders that the organization is one which learns - and develops and improves.

1.4 Planning the outcomes of your work

You should first consider the vision that you already possess and how it is to be implemented in your activities: does it need to be refined? E.g. in which situation do you wish to increase the use of Welsh: Who will use Welsh? How many? Where? How often? In what new situations/where Welsh was not previously used? Is the proposed outcome *to maintain* the usage level where that level was previously declining? How much progress is needed to realise the outcome? How will you know that you are approaching the achievement of the outcome? You should not think in terms of targets, outputs or the total spend. These, along with their explanations, will come later. To summarise in a sentence, our advice to organizations that are setting outcomes is "Start with the [linguistic] end in mind". The rest of this document assists you in doing so.

An outcome should therefore tackle the following questions in a measurable way:

- What is the intended *increase* in the use of Welsh (or the *maintenance* of that level where it was declining)?
- Who and how many people will benefit? What will be the linguistic changes they will experience?
- How can we prove that progress has been made and attribute the change to the expenditure on the activity? (how will people who take part in the proposed activity give feedback on those linguistic changes to them)
- Are the outcomes specific, achievable and realistic in terms of the money that is likely to be available?
- Can the outcomes be achieved within the lifespan of the activity, or will it need to be inspected in due course? (we do not of course expect organisations to completely change long-established language patterns within one financial year)
- Is there a clear link between the evidence of the need for the project and its outcomes?
- Do the outcomes match the Welsh Language Board's strategic priorities? (available on our website)

As you will see from the grant application form, these principles have been incorporated into our application procedures and the Board's grant managers will assist grant recipients to draft outcomes, and the targets that contribute to achieving those outcomes, after the offers of grant are sent (usually in December). This will usually be done in a face to face meeting. You will not be expected to draft excessive numbers of outcomes and as noted above, our long-term intention is that this will lead to *less* reporting and allow you to concentrate on your core activities, the promotion of the Welsh language. Reference PowerPoint presentations on outcomes will also be available on the Board's website which may be of use before you meet your grant manager.⁴

Defining the outcomes

You should plan and define beforehand those outcomes which you wish to achieve with the Board's grant aid. Doing so will assist you in deciding what work should be done, the priorities for the different pieces of work (completed pieces of work are called 'outputs') and what activity will require funding. This information will in turn feed into the *targets* you will agree with the Board's grant managers. Information on outcomes will assist in showing the Board and other funders that the grant is making a difference to the use of Welsh.

1.5 Measuring outcomes

It should be ensured that your organisation has sound plans in place to track and measure the outcomes that you agree with us. You will not be expected to measure everything incessantly; reporting on a *sample* of your projects will suffice. You should also note that you will not be expected to report on outcomes at an *organisational* wide level, rather on the basis of individual projects (or a sample of them). Again, gall *Prove It!* may be of great assistance to you.

Here is some information which will assist you in reporting the progress of work. PowerPoint presentations are also available which provide information on this process, and some training on the drafting of outcomes.

Examples of how outcomes fit into organizations' strategies are given in the pyramids below.

⁴ We do not expect monitoring and evaluation of outcomes to be an excessive burden on grant recipients. In accordance with the Welsh Assembly Government's Code of Practice for Funding the Third Sector, we will adopt a "cooperative approach to monitoring and evaluation – the most simple procedures which ensure the appropriate use of public money."

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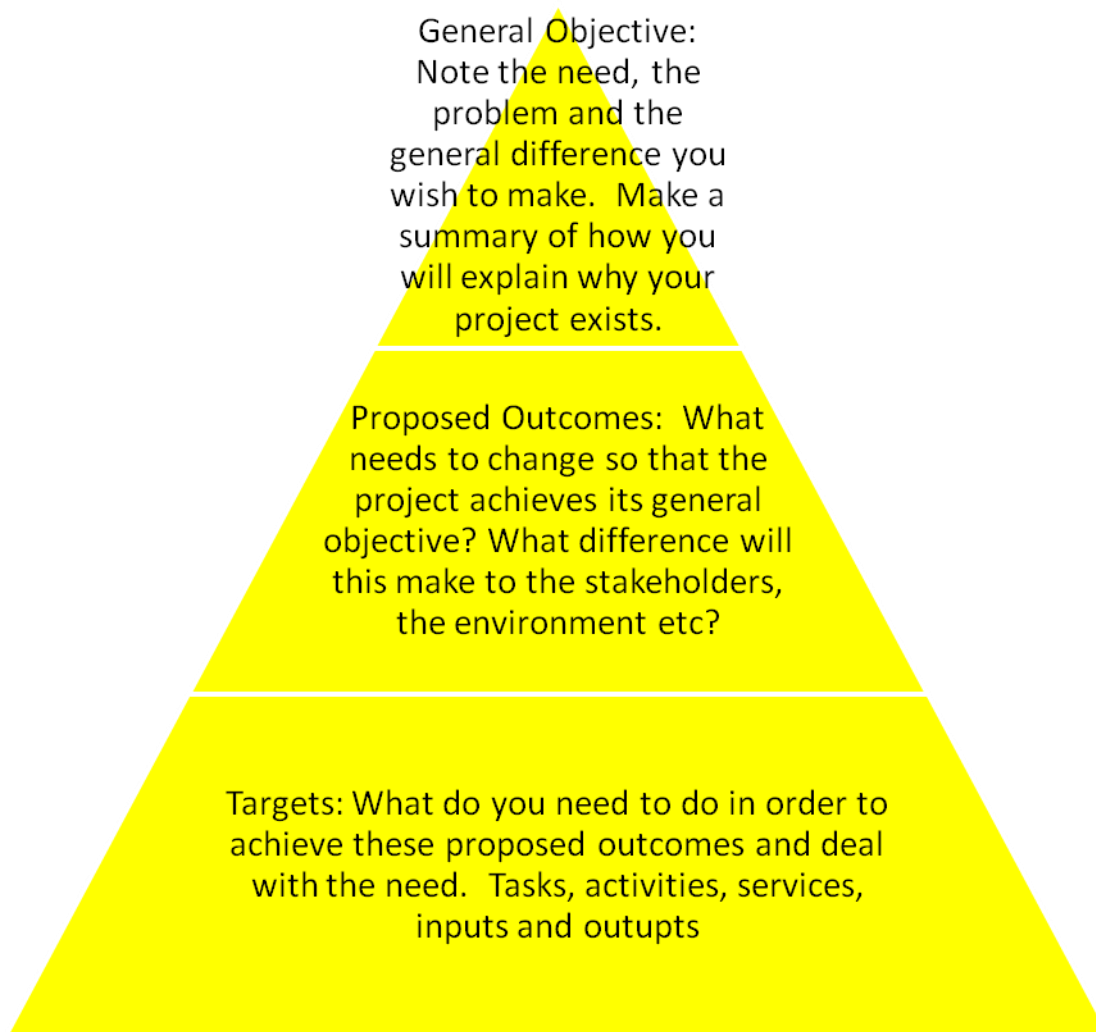


Figure 1: Example - how outcomes fit into organizations' strategic planning

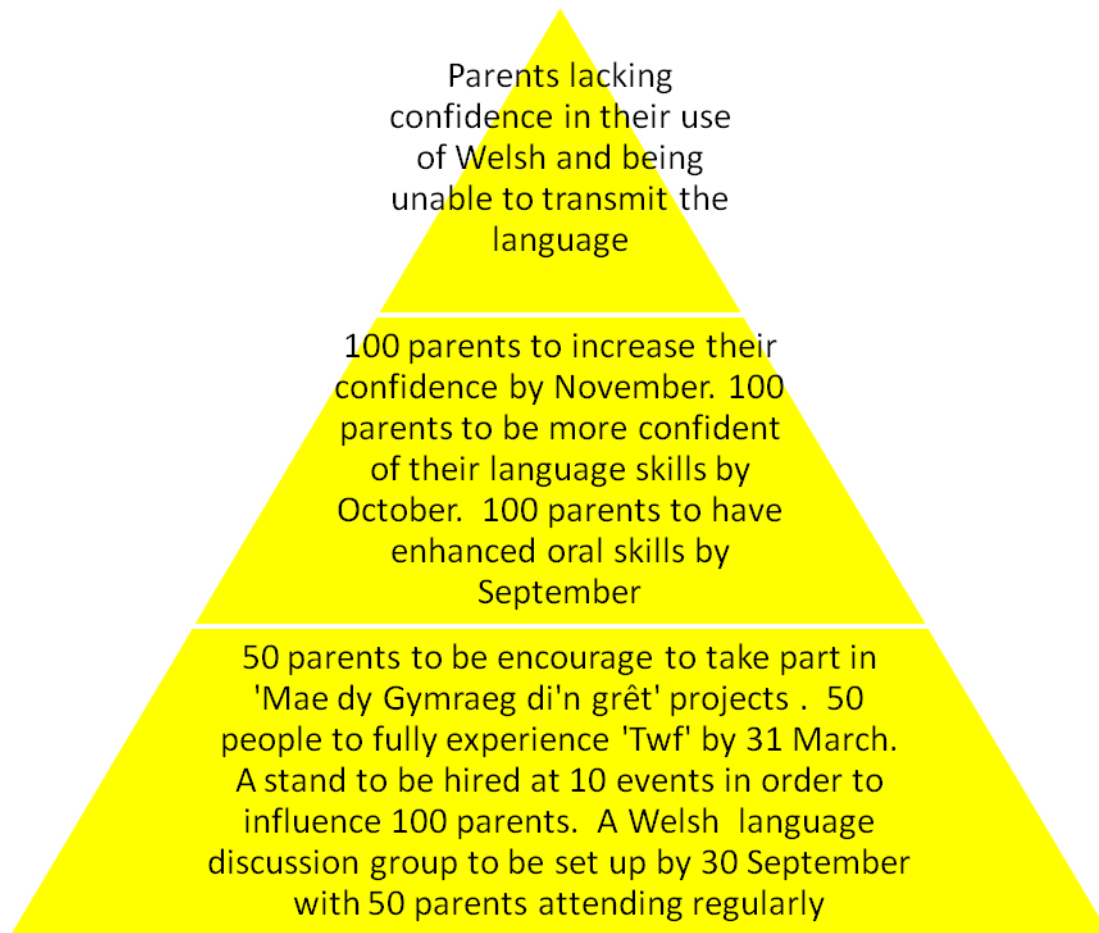


Figure 2: A simple example of the progress of an outcome in an organisation which promotes the Welsh language at a community level: Language Transmission

When setting outcomes, you should consider how you will know when change has happened and how you will know that progress has been made towards achieving the outcome. *Prove It!* and its virtues were mentioned above, but you should also be aware that other schemes also exist (see the bibliography on page 16. For example, some youth organizations use the Welsh Assembly Government's draft guidelines, *Demonstrating Success*, a questionnaire to assess the effect of activities on Social and Emotional Dispositions and Skills (SEDS). The questionnaire follows the same principles as *Prove It!* i.e., surveying the same people twice: once at the beginning of a series of activities, and again, after several sessions, on the effect the activity had on their behaviour. It also notes the possibility of using several methods to measure the effect of the same project, whether they are qualitative or quantitative.⁵

For example, these can include observation, questionnaires, surveys, focus groups, video diaries and individual interviews. The draft guidelines can be viewed on the website www.demonstratingsuccess.co.uk, one of the Welsh Assembly Government's projects conducted by Arad Consulting.

⁵ HM Treasury Guidelines note (2006) "Monitoring, evaluation and audit costs are legitimate costs of the full cost of providing a service. This provides a concrete incentive for funders and purchasers to implement the lead funder principle in order to drive down costs, whilst retaining the same level of accountability for public funds and without compromising outcomes."

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[www.wlb.org.uk/English/publications/Publications/2010612 DG S An Outcomes Based Approach to Promoting the Welsh Language - Guidelines canllaw f5.doc](http://www.wlb.org.uk/English/publications/Publications/2010612%20DG%20S%20An%20Outcomes%20Based%20Approach%20to%20Promoting%20the%20Welsh%20Language%20-%20Guidelines%20canllaw%20f5.doc)

1.6 What if the outcomes turn out negatively?

Our hope, of course, is that the outcomes of your work will be achieved and lead to increasing the use of Welsh. It is possible, however, that you will experience outcomes that you would rather not experience, e.g. perhaps a newly established youth club (possibly one of your grant's targets) will attract an increasing number of new members and that they will benefit from the activities, but they do not use Welsh while so doing. This should be reported and you should discuss what activity could be held in order to improve the situation. It is also an idea to consistently challenge yourself – truly considering the exact impact you wish to have on the Welsh language with enough forward planning can assist in the avoidance of negative situations. However, should such a situation arise, ask yourself what could be done to change the situation. What other activities should be organised? Should that particular project be brought to a close and should you spend time on something more successful?

1.7 Converting your vision into outcomes for an increased use of Welsh

A number of outcomes may stem from your organization's vision. Our advice is that you should only collect detailed information on the most important in terms of increasing the use of the Welsh language. In order to keep things as simple as possible, you should prioritize your main outcomes - those which will provide the most comprehensive information, of the highest standard, about your progress in changing language use habits.

1.8 How to track progress towards achieving outcomes

When you have agreed on the outcomes with the Board's grant manager, you will need to create a method of tracking progress in achieving them. Setting milestones and targets for 'outputs' will help you see whether the activity is on the right track. This will also be a means of showing possible difficulties in good time. In this vein, the main principle, of course, is to avail oneself of a current baseline for the outcome – what is the current situation from the standpoint of those people we intend to take part in the activity?

1.9 Setting deadlines

When deciding on your outcomes you will need to identify the level or the extent to which you expect to achieve them within one financial year, e.g. "Increase Linguistic Confidence amongst Welsh-speakers in Area X" or "More working through the medium of Welsh in institution X" are outcomes to which targets can be set over many years and a consistent monitoring system can track the progress made towards achieving them over an extended period of time.

When setting deadlines, it is important to remember that not *everyone* who takes part in the project activities will achieve the proposed outcomes. The target audience, for example, may not continue to attend a particular activity.

1.10 Targets – stepping stones to outcomes

You will have to have done some things before proceeding to achieve the outcomes you wish to achieve. These can include employing a new member of staff, creating necessary materials, holding X meetings etc. You can use these targets as milestones to help you follow the progress of your activity towards achieving outcomes. In the past, the Board requested that applicants drafted such targets as part of the application form. You will note

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that the procedure has changed this year and this has been deleted and that we are now concentrating on 'outcomes'. After the Board has made offers of grant, successful candidates will agree on outcomes together with the grant manager. You will then also agree on targets to be achieved. It is extremely important that each of your targets is 'SMART' [specific; measurable; agreed upon; realistic and time-based]. There are detailed guidelines in Section 0 below on how to set SMART targets.

2 How to show you have achieved the outcomes

As your work proceeds, you will be expected to note whether or not your targets have been implemented according to the timetable agreed with the Board's grant managers. For this, not much information is required (see section 0 below for advice on how to report on targets). The situation to which we aspire is that gradually, and in line with the principles outlined in this document, that you will provide evidence of the degree which the *outcomes* have been achieved.

Indicators of outcomes can be:

- quantitative - when the grant bodies collect figures such as e.g. the number of people who note a change of behaviour due to an activity e.g. a language awareness session or
- Qualitative - when the grant bodies assess people's opinions and experiences, e.g. how confident do they feel when discussing books in Welsh.

You will certainly come across many possible indicators for every outcome. Schemes such as *Prove It!* will assist you with this.

2.1 Deciding how to collect information1

There are many ways of collecting information on outcomes. You should consider which are relevant and proportionate with your proposed activities before you meet your grant manager. Your grant manager will discuss your ideas for doing this. As well as simple systems such as *Prove It!*, more information on information gathering can be found in publications such as Ellis, J. *Practical Monitoring and Evaluation*, by the Charities Evaluation Service and many of the items listed in the bibliography of this document.

Those most commonly used include:

- Time-based questionnaires on the *impact* of an activity on an individual, rather than how satisfied that individual is with that activity;
- observation;
- Interviews with participants;
- keeping minutes and notes;
- considering timing - collecting information so that it matches planning time but remembering that it takes more time to achieve some outcomes than others;
- Remember to be open with your beneficiaries - explain the reasons for collecting information and how it will be used. Some people might enjoy the opportunity to share their experiences but you should not pressurize anyone to give information if they do not wish to do so;
- Collecting information more than once from an individual will mean that information cannot be collected anonymously. The beneficiaries should be assured that the information will be kept safe and that reports and other public documents will not lead

to identifying individuals (remember also that you need to comply with the Data Protection Act).

2.2 Deciding when and how often to collect information

Collecting information on outcomes on a regular basis assists you in comparing your progress against the outcomes. As noted above, baseline information should be collected before a given activity. This is the 'initial data' which can then be compared with later data.

Information on outcomes will need to be collected at specific times during the project's lifespan. You should continue to think carefully about what information is worth collecting. Achieving some outcomes will take a long time - even after the lifespan of the activity - and there may not be a purpose in collecting information on *each one* of the outcomes every time. You should carefully consider how often this should happen e.g. interviewing beneficiaries or asking them to complete questionnaires.

You may also wish to consider contacting stakeholder after an activity has been completed in order to ascertain what its long-term effects were on the use of Welsh.

2.3 Linking outcomes with activities

When all appears well with regard to progressing towards your outcomes, it can be difficult to prove that the increase in the use of Welsh is directly attributable to the project, and to isolate the effect of the Board's funds. It is possible that the change would have happened without intervention or for other reasons. If this happens, you should proceed to develop the strongest possible case by asking e.g. beneficiaries and relevant officials what has led to the result, or how, in their opinion, the project has contributed to the outcome.

You may not be able to find a link between an outcome and a specific element of the activity. Remember that many organizations who work in the same field can have the same effect. If the change is long term, it will be more difficult for any grant body to claim that its work is responsible for this. You should try and discover how the project has been undertaken in conjunction with other agencies or partners to achieve specific outcomes and what their contribution was. Such information will be valuable to us and to other agencies which fund you.⁶

⁶ HM Treasury Guidelines (2006) state "The main determinant of the nature of the financial relationship [between the funding body and the body which receives the grant] is the nature of the intended outcomes"
[http://www.webarchive.org.uk/wayback/archive/20120330022814/http://www.byig-wlb.org.uk/English/publications/Publications/2010612 DG S An Outcomes Based Approach to Promoting the Welsh Language - Guidelines canllaw f5.doc](http://www.webarchive.org.uk/wayback/archive/20120330022814/http://www.byig-wlb.org.uk/English/publications/Publications/2010612%20DG%20S%20An%20Outcomes%20Based%20Approach%20to%20Promoting%20the%20Welsh%20Language%20-%20Guidelines%20canllaw%20f5.doc)

3 How to draft targets and report on progress

3.1 Drafting SMART targets

It was noted section 1.1 above that the main aim of all our work is to promote and facilitate the use of Welsh. In order to track the progress we make with this work, the principle noted in section 1.2 was then set, namely that our activities based on outcomes need to be planned. It was then noted, in section 1.8 that targets arise from those outcomes. Our main policy focus as funders is knowing to what extent you have achieved your outcomes. However, we are responsible for public expenditure and we must ensure that the activity agreed in terms of achieving these outcomes is undertaken in an appropriate manner. As a result, you are required to report concisely on targets when claiming your grant payments. Guidelines on setting and reporting SMART targets, which are drawn from our work over the last few years, are noted below.

3.1.1 What is meant by "SMART"?

- Specific
- Measurable
- Agreed upon
- Realistic
- Time-based

For example, the outcome you are aiming for might be to 'Improve the confidence of X young people 13-17 to socialize in Welsh'. In order to contribute to this, you may agree a target regarding the setting up of a welsh medium youth club for young people in the area". Below are provided a series of poor, and one acceptable target (the nature of these targets will of course change according to the size and nature of the grant offered). The principle that you should bear in mind is 'proportionality' – to collect *enough* information about the impact of your work without falling into the trap of 'analysis paralysis.'

- | |
|---|
| <ul style="list-style-type: none">× Consider the possibility of establishing a youth club...× Look at the possibility of establishing a youth club...× Work towards establishing a youth club...× Establish a committee to work towards the aim of establishing a youth club... |
| <p>✓ By 31 October 2013, establish a youth club in Town X, to meet once a month and provide opportunities for young people to use Welsh in an informal and social atmosphere. On average, 20 young people to attend those sessions held between 31 October and 31 March 2010. Questionnaires and methodologies such as <i>Demonstrating Success</i> will be used with young people when establishing the club and at six monthly intervals thereafter, in order to track their skills and confidence in their use of Welsh.</p> |

3.2 Reporting on progress

In order for you to claim your payment, the Board will require progress reports as the year progresses. If the targets, which contribute to the agreed outcomes, are set in accordance with the guidelines contained in this document, it will be easier to report progress in a specific and concise way. Here are some things to consider when reporting progress:

1. General statements should be avoided:

- ✘ *in progress*
- ✘ *the work is proceeding*
- ✘ *to follow*
- ✘ *not happened.*

Note concisely what exactly and how much has happened. But if no progress has yet been achieved, note when this will occur and what are the reasons that it has not yet occurred.

For example: If the outcome is "increase the confidence of young people to enable them to use information technology", the following is a possible target: "to hold 10 technology promotion workshops by 12/12/2014 with 20 people in every one to change their computers to Welsh and adopt a healthier attitude towards the use of Welsh in unfamiliar situations at the end of the process." Here are two ways of reporting this target:

✘ This has not yet happened
✓ The workshops have not been held yet. We have drawn up a list of 30 invitees for each one, and the first workshop will be held before 31 January 2014, with the others held monthly thereafter.

3.3 Conclusion

We hope this document has been a useful taster for working towards outcomes and that it will be of use as you proceed to increase the use of Welsh. We would welcome your feedback on it. Although the document is reasonably lengthy, its principles are simple:

- Start planning with the end in mind
- Consistently challenge yourself – is *all* the activity undertaken with your grant contributing directly or indirectly to increasing the use of Welsh?
- Collect *sufficient* but not excessive information in order to prove that the outcomes have been achieved. Be proportionate.
- Include service users in all aspects of planning and measurement
- After beginning to receive information on your outcomes, what, if anything, needs to be changed in order to improve your performance?

Many of the Board's grant recipients may already be operating in an outcomes based environment for other funding bodies. For these, and for organisations new to outcomes, we hope that this method of working will enable a climate of constant improvement in the way that Welsh is promoted. After operating on the basis of outcomes, you may wish to quantify the social value of your work, i.e. for every £X, £Y of linguistic benefit is created. Methodologies such as *Plugging the Leaks* and SROI (Social Return on Investment) which are included in the bibliography below assist you to do this. For the time being, we conclude the document with a small précis of outcomes from the Heritage Lottery Fund. 'Outcomes' are:

"The changes or difference our projects and funding programmes can make over a period of time."

- ✓ Final outcomes
- ✓ The difference for stakeholders
- ✗ Not the details of what has been done

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