The West Partnership

EVALUATION REPORT 2021–2022

Equity, Excellence & Empowerment

GLASGOW
CITY REGION
Education

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Introduction

The West Partnership has a clear vision: we want to embed the values of equity, excellence and empowerment in everything we do, building a culture of where we work collaboratively across our eight local authority areas to continually improve learning experiences and outcomes for every learner across the Glasgow City Region.



This report details progress over the academic year 2021-2022 towards achieving each of the associated outcomes and expected impacts as detailed in the West Partnership Improvement Plan.

Increasingly, we are seeing the benefit of the West Partnership Regional Improvement Collaborative and the impact it makes to our teachers, practitioners and support staff, local authority officers and our communities. While this report highlights areas of success, the work of the West Partnership has also been recognised by external evaluations carried out by the Robert Owen Centre for Educational Change as well as our work highlighted in Research Scotland's national evaluation of Regional Improvement Collaboratives.

Our three workstreams of Wellbeing for Learning; Leadership, Empowerment and Improvement; and Curriculum, Learning, Teaching and Assessment are designed to focus on what matters most, and this report captures the very good progress made across each area. Once again, this work reflects the outstanding commitment of all education staff who were tasked with navigating ongoing public health measures while ensuring a 'normal' education experience for children, young people and their families.

We continue to benefit from the move towards more flexible ways of working across the West Partnership through the use of digital technology. This has allowed us to provide an expanded offer across the West Partnership area and this is reflected in the increased numbers of practitioners participating in the work of the partnership. However, while this will continue, we also recognise that face to face professional learning opportunities remain a crucial part of our delivery model.

We continue to strengthen our networked learning system; a system that enables collaboration, encourages connectedness and helps practitioners at all levels. Please take time to read about the many examples of work where we have been able to see the increasing influence of the West Partnership and its impact.

Tony McDaid, Regional Lead Officer West Partnership

West Partnership Evaluation Report

Our annual evaluation report provides an overview of the collective impact and added value of the West Partnership activity which is delivered through three core workstreams. These are:

- Wellbeing for Learning (WFL)
- Leadership, Empowerment & Improvement (LEI)
- Curriculum, Learning, Teaching & Assessment (CLTA)



VISION

The West Partnership has a clear vision: to embed the values of equity, excellence and empowerment in everything we do, building a collaborative, networked learning system to improve learning experiences and increase attainment for every learner across the region.

CONTEXT & CONTRAST

POPULATION 246,284
Early years = 32,001
Primary = 135,194
Secondary 106,923
ASL = 4167

40% of Scotland's **Care Experienced** children & young people

41% of Scotland's learners who speak **English as an additional language**

FREE SCHOOL MEALS
WP avergae = 17.5%
(range 4.3%–29.3%)

SIMD QUINTILE 1
WP average = 33.4%
(range 5.4%–55.9%)

RURALITY
Glasgow City = 0.5%
S. Lanarkshire = 20.8%

West Partnership Evaluation Report

REACH & IMPACT

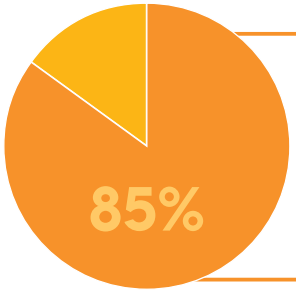
5600 TWITTER FOLLOWERS

1000 NEWSLETTER SIGN-UPS

14,985 WEBSITE USERS

OVER **3100** COLLEAGUES

PARTICIPATED IN A WEST PARTNERSHIP ACTIVITY THIS YEAR.

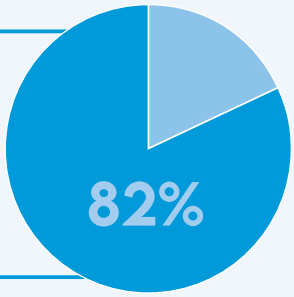


85% of respondents **reported an increase** in **knowledge**





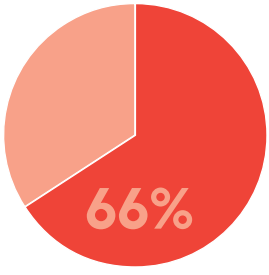
82% of respondents **reported an increase** in **confidence**



West OS used by just over **40,000 learners nationally** and just under **15,000** from within the **West Partnership region.**

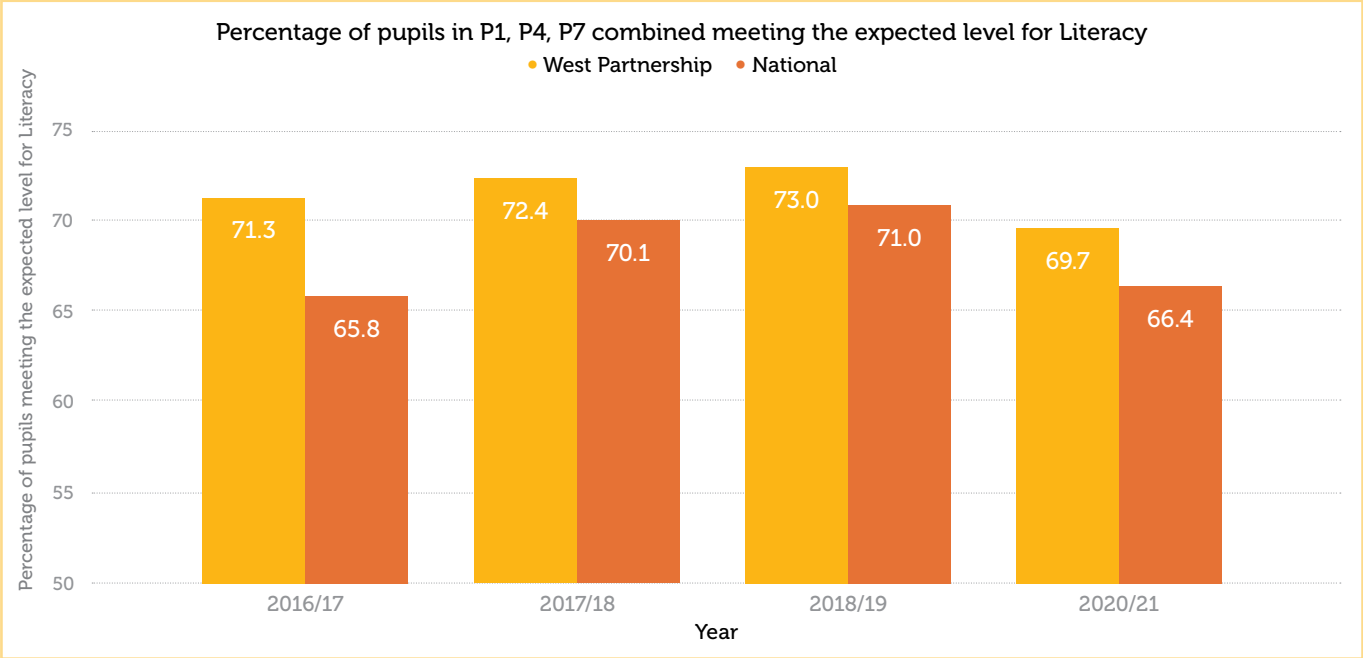
West OS
WEST PARTNERSHIP ONLINE SCHOOL

Every secondary school in the West Partnership **used West OS** and **66% of primary schools** also used the tools.

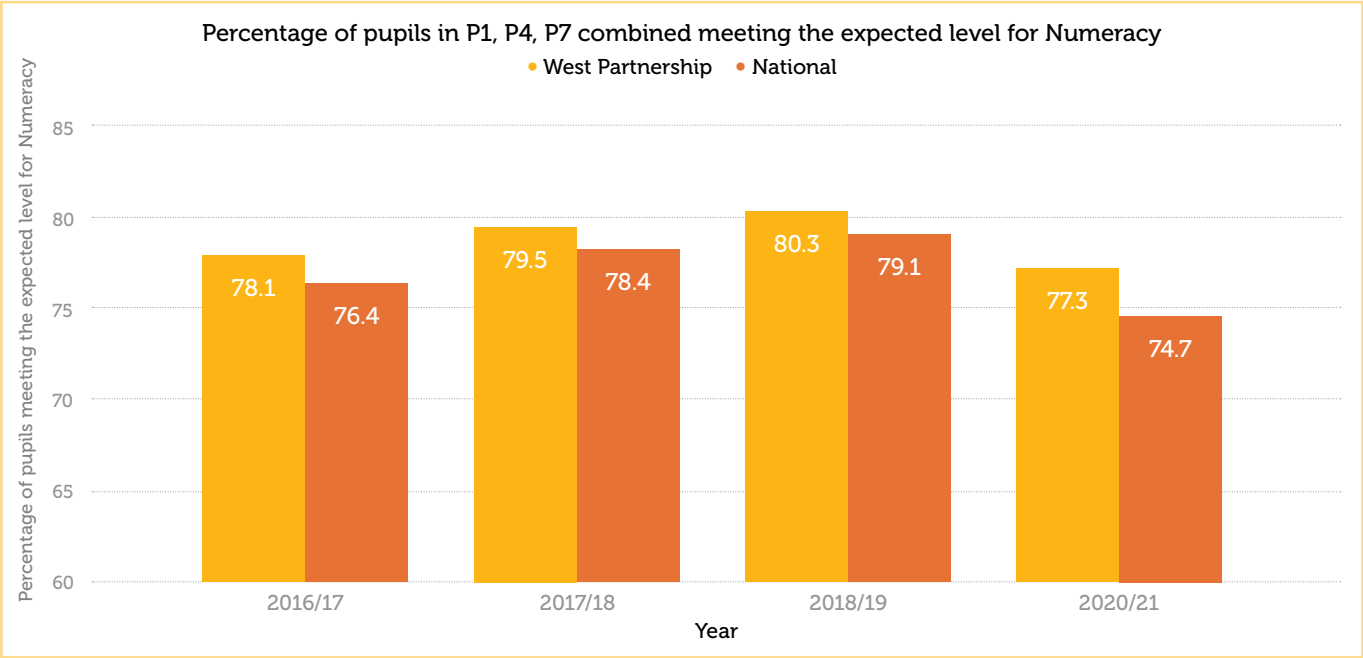


How does the West Partnership compare?

BROAD GENERAL EDUCATION



Achievement of Curriculum for Excellence data was not collected in the 2019/20 academic year as a result of the pandemic. Data from 20/21 shows a decrease in the number of primary pupils meeting their expected levels at P1, P4 and P7 in Literacy (a combined measure which requires meeting the expected level at Listening and Talking, Reading, and Writing). Data from 20/21 shows a decrease of just over 3% percentage points (3.3%) when compared with their pre-pandemic 18/19 cohort. West Partnership primary pupils continue to be more likely to meet their expected levels compared to their national peers.

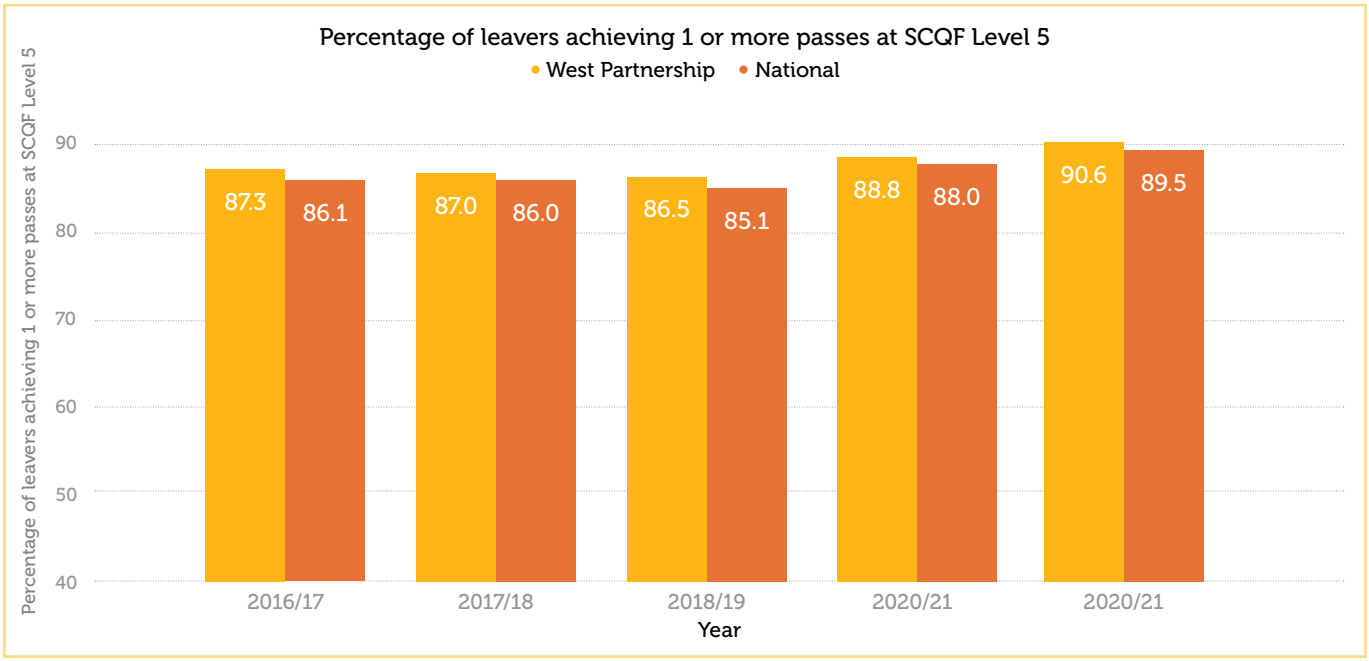


As in the Literacy figures presented above, the latest data on Primary pupils meeting the expected levels in Numeracy has fallen compared to pre-pandemic cohorts. A decrease of 3 percentage points was experienced in this measure with 77.3% of pupils meeting their expected level in Numeracy compared to 80.3% in 18/19. Primary pupils in the West Partnership continue to be more likely to meet their expected level in Numeracy when compared with the national figure.

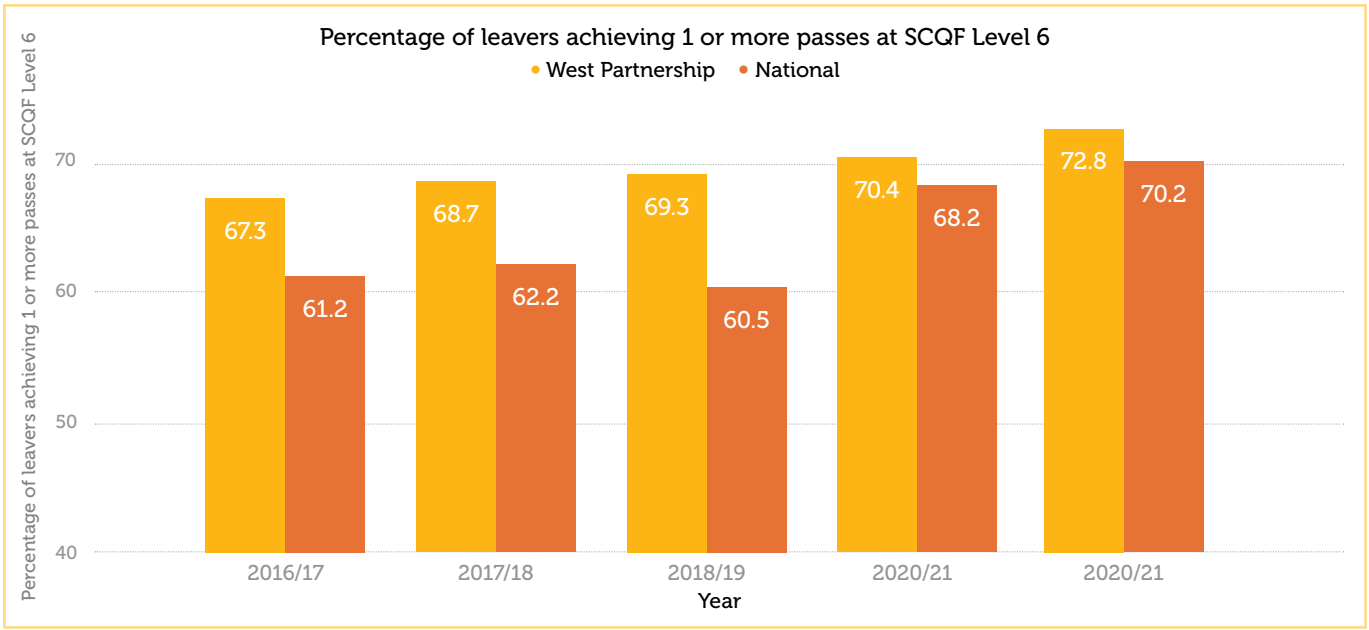
How does the West Partnership compare?

SENIOR PHASE

Due to the change in assessment methodology, primarily the implementation of the alternative certification model, comparisons at the senior phase should be treated with some caution.



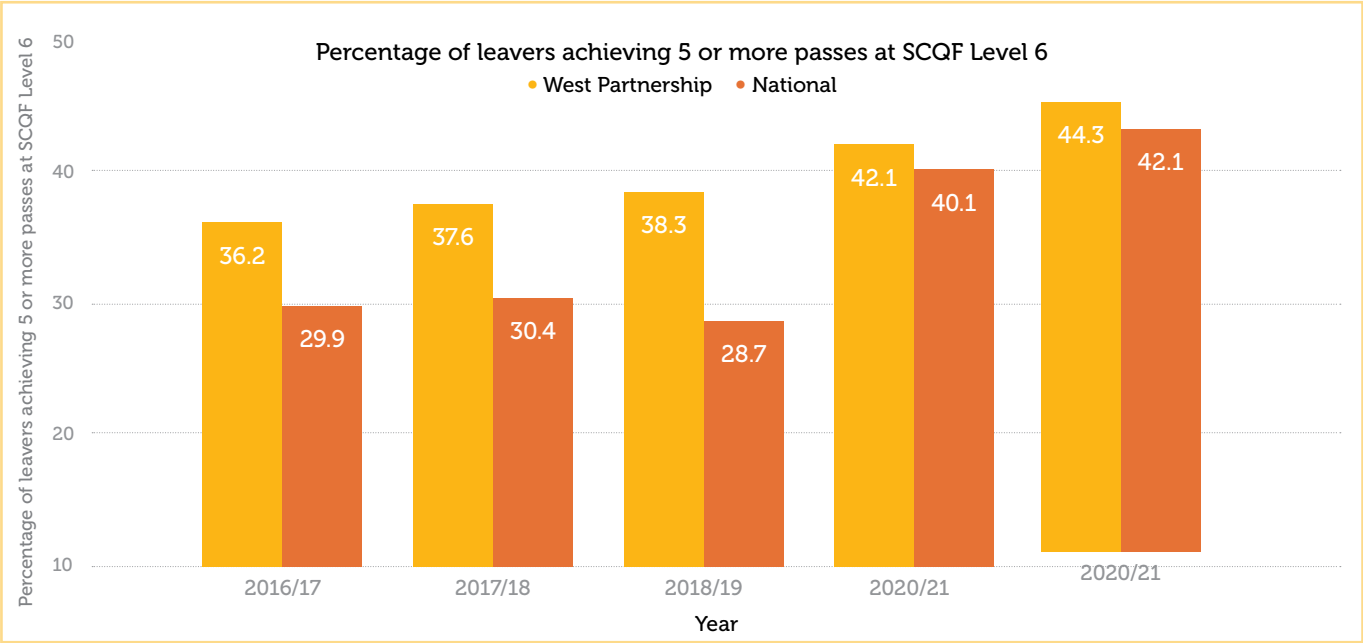
The percentage of leavers achieving 1 or more passes at SCQF Level 5 continues to increase. Just over 90% of West Partnership leavers in 2021 achieved at least 1 Level 5 award, an increase of 3.3 percentage points on the 2017 figure. The West Partnership continues to have a higher percentage of leavers achieving 1 or more awards at this level compared to Scotland as a whole.



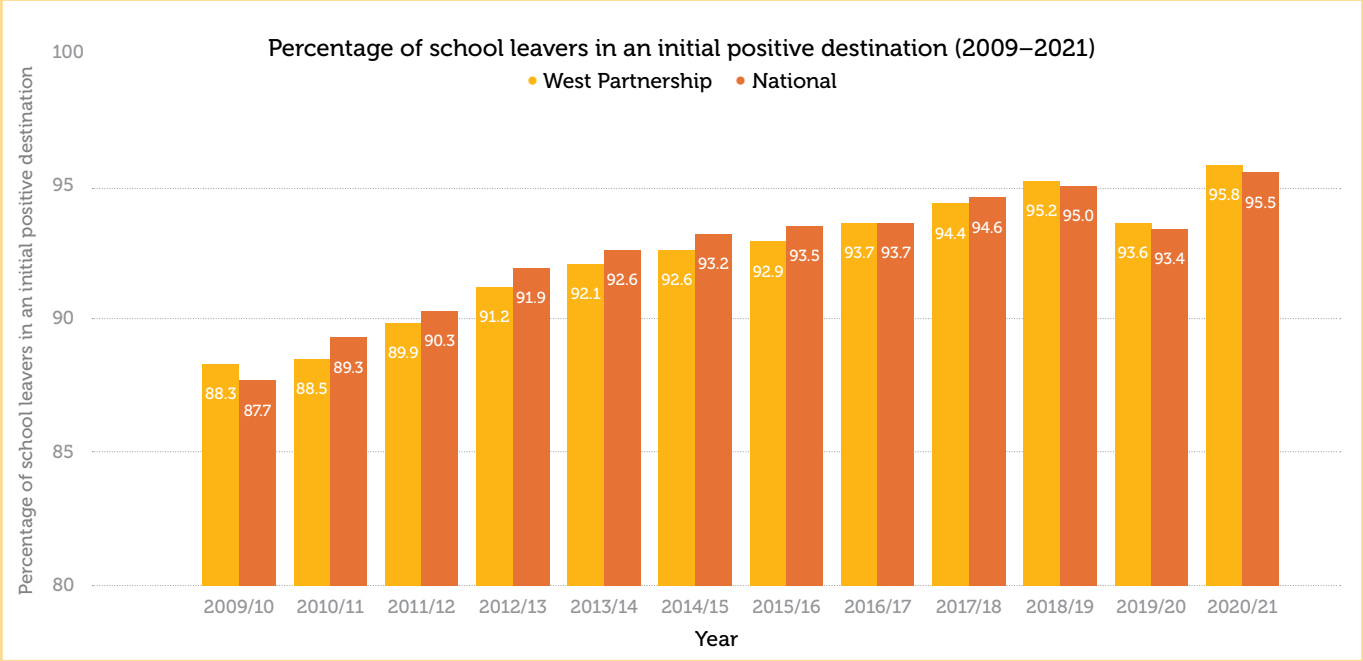
The percentage of leavers achieving 1 or more passes at SCQF Level 6 continues to increase, with just under three-quarters (72.8%) of leavers achieving at least 1 award at Level 6. This continues a positive trend from 2017 when 67.3% of leavers achieved the same feat. As at SCQF Level 5, West Partnership leavers continue to outperform their national counterparts.

How does the West Partnership compare?

SENIOR PHASE



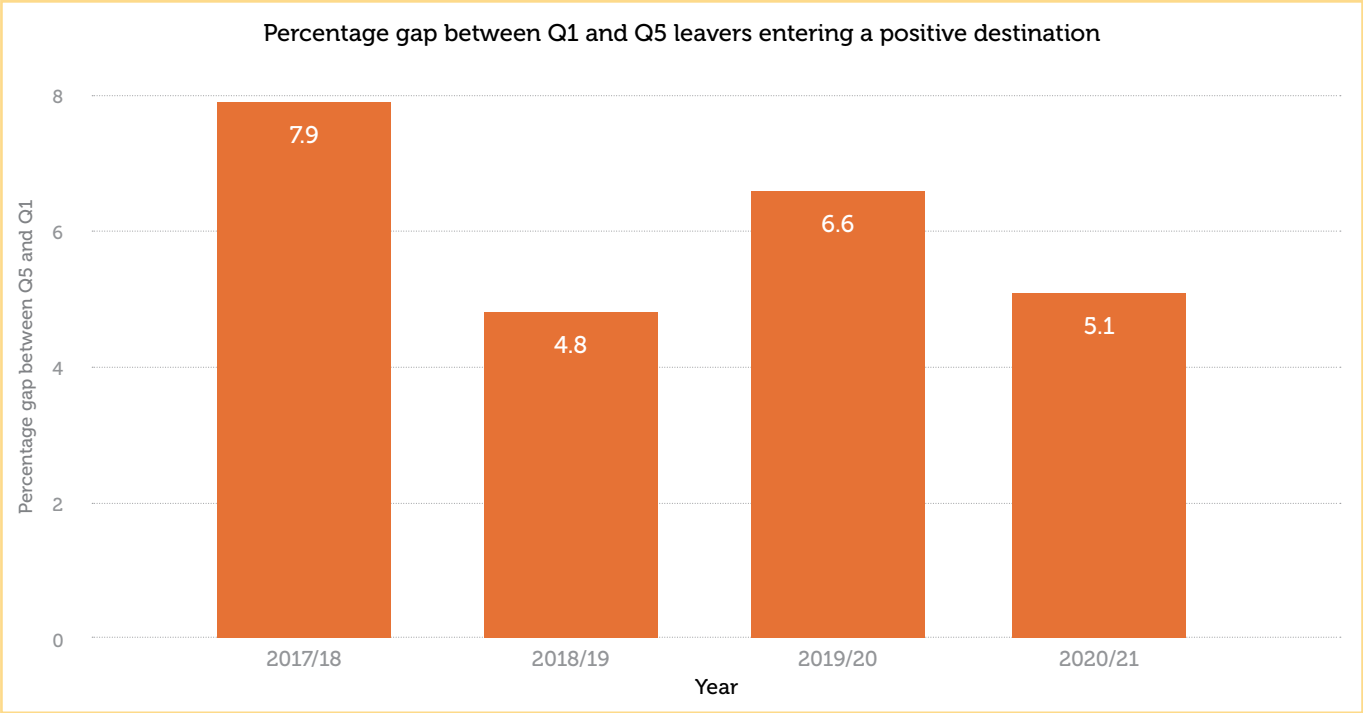
Continued improvement can also be seen in the percentage of West Partnership leavers achieving 5 or more passes at SCQF Level 6. Since 2017 the percentage of West Partnership leavers achieving this standard has increased from 36.2% to 44.3%, an increase of 8.1 percentage points. As in other senior phase attainment measures, a higher percentage of West Partnership leavers achieving this standard than their national peers.



The percentage of West Partnership leavers entering initial positive destinations is at the highest it has been since records began, making up all of the losses experienced in the 19/20 academic year which was impacted by the pandemic. The figure of just under 96% (95.8%) continues the progression from 88.3% in 2010. For the third year in a row, West Partnership leavers were more likely than their national peers to be in an initial positive destination.

How does the West Partnership compare?

SENIOR PHASE



The percentage gap between SIMD Q1 and Q5 leavers entering a positive destination has decreased in comparison to 19/20 but is still slightly larger than the gap experienced by 18/19 leavers. Leavers in the 19/20 cohort were impacted by a lower number of leavers entering employment, a trend reversed in 2021 with 5.5 percentage point more leavers entering employment than in 2020.

Evaluation Framework: *Three Drivers of Improvement*

This year, the evaluation framework was strengthened to further demonstrate the added value and collective impact of the partnership activity. Through the development of clear workstream outcomes and measures, three common themes emerged from the evidence leading to the creation of the Three Drivers of Improvement Evaluation Framework.

The three drivers of improvement are defined below and summarised in diagram 1. To bring the drivers to life, impact statements from a range of projects and programmes are included.



DRIVER 1: FACILITATING VARIOUS FORMS OF COLLABORATION

We recognise that collaboration is desirable in our system but also that it is necessarily varied with regards to its form. Some collaboration may involve short-term interactions whilst others demand sustained collaborative working around areas of interest.

> "I feel that the discussions I have had with other practitioners in the breakout rooms have been valuable. They have given me ideas on how I can develop my enquiry and reassurance that I am on the right track."
>
> — (PRIMARY CURRICULUM PARTICIPANT)

> "The opportunity for young people to work collaboratively and engage with other young people from different teaching and learning environments. Also, the opportunity for young people to impact change and contribute to school improvement planning."
>
> — (WFL WORKSTREAM)

> "It was most beneficial to be part of in-person discussions and share experiences and ideas with colleagues. They were informal way to share ideas and engage in professional dialogue."
>
> — (LEI WORKSTREAM)

Evaluation Framework: *Three Drivers of Improvement*

DRIVER 2: ENHANCING PRACTITIONER KNOWLEDGE, UNDERSTANDING AND CONFIDENCE

Our regional improvement collaborative contains just over 19,000 practitioners, some 36% of all practitioners in Scotland. We see our work as enhancing practitioner knowledge, understanding and confidence at all levels, from those newly qualified to those at the most senior level. The enhancement of practitioner knowledge, understanding and confidence is inherently linked to our collaborative working. There is a great amount of expertise and experience across our eight authorities and the exchange of knowledge and sharing of practice is a key way in which the partnership adds value.

Data demonstrating the changes and improvement in practitioner knowledge and confidence is presented in appendix 2.





> "My knowledge and practice surrounding metacognition was very limited. This webinar broadened my understanding and gave me some practical tips about things that could be carried out in class."
>
> — (LEI WORKSTREAM)

> "I feel this was highly valuable to me being a probationer. I feel I have to expand my knowledge at every opportunity and this type of conference will provide me with great experience and access to resources. Each workshop I attended has opened my eyes to strategies I will definitely be able to pass on to others while embedding within my own classroom."
>
> — (CLTA WORKSTREAM)

> "It will give me a better understanding of The Promise and allow me to have discussions with staff in school about how this will influence us as teachers and help our young people."
>
> — (VLN PARTICIPANT)

Evaluation Framework: *Three Drivers of Improvement*

DRIVER 3: SUPPORTING PRACTICE CHANGE AT VARIOUS LEVELS

Our collaborative work and our aim to affect practice change is supported through partnership activity. Practice change at all levels of the system is a key aspiration for the West Partnership. This extends from the way in which our teachers and practitioners deliver in the classroom and playrooms to the ways in which local authority central teams interact across our region. As such, we envisage partnership activity as facilitating practice change as a consequence of a dynamic offering which targets all practitioners irrespective of their role.



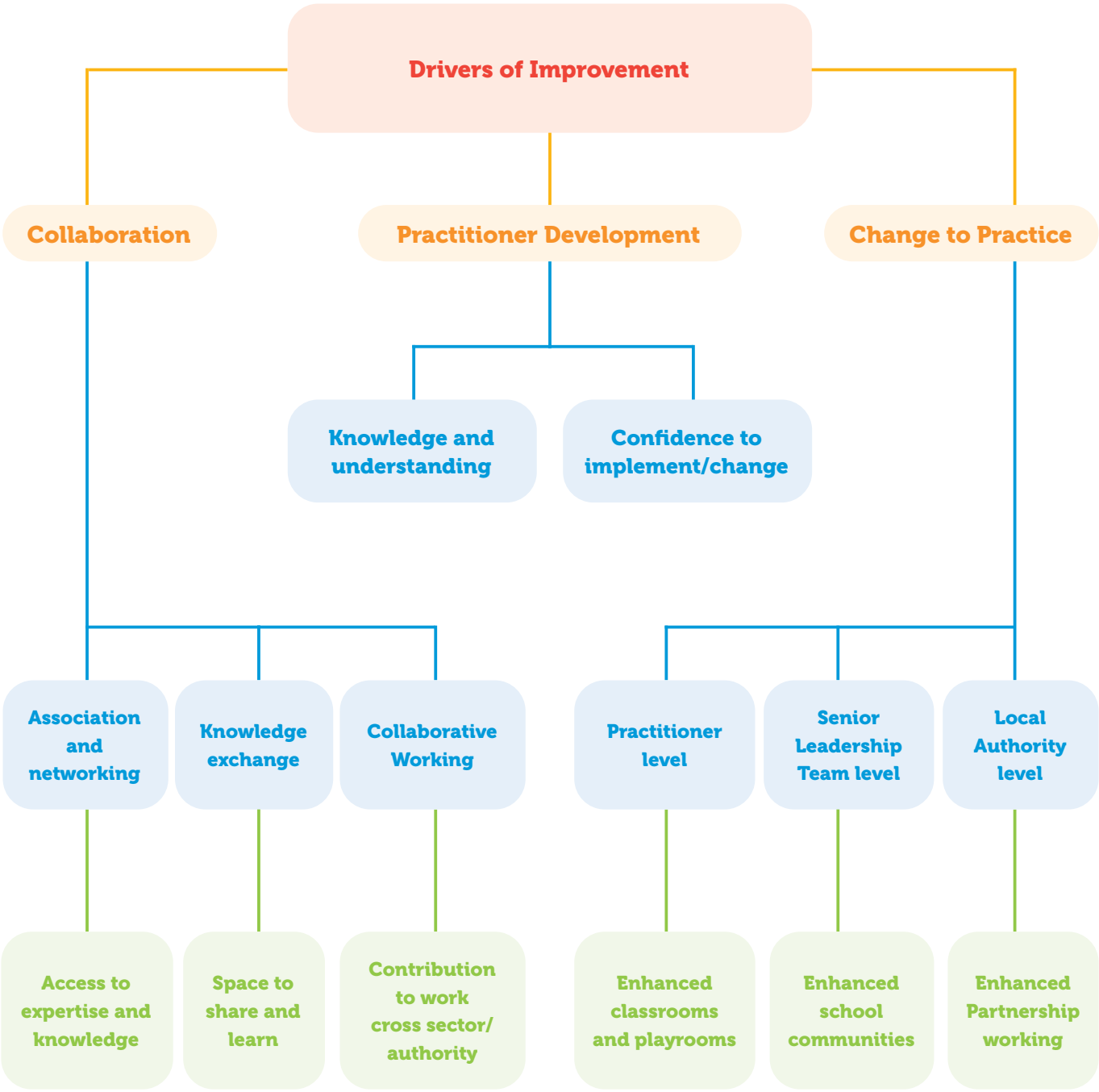


> "I am making more use of the data I have gathered for my class, and I am now looking at differentiation differently within the class. Differentiation now has many forms of support through different resources, teacher support and varying timescales. I am now also incorporating key questioning within my daily planning to ensure that I am making the most of feedback and hinge point questions."
>
> — (LEI WORKSTREAM)

> "Allowed deep evaluation of current practice and enhanced staff knowledge. Changes have positively impacted pupil progression"
>
> — (CLTA WORKSTREAM)

> "A lot of today's session helped me reflect and move on from today. I think the Slow-low-low is something that works because I have used before but it was a good reminder. The universal approach makes so much sense and I can see elements of that being put in place in our school as we are also in the process of adapting our school behaviour policy and procedures."
>
> — (WFL WORKSTREAM)

West Partnership Drivers Model



Three Drivers of Improvement Illustrations

Regular monitoring of progress and impact relating to workstream outcomes and the three drivers of improvement allow The West Partnership to produce Highlight Reports as part of our governance procedures. The most recent can be accessed on the West Partnership website, or by following these links.







Each illustration showcases elements of the three drivers through projects and programmes delivered by the workstreams. The purpose is to demonstrate the added value of participating in partnership activity and the clear impact that this can have on collaboration, knowledge and confidence development and practice change.



THE PRIMARY CURRICULUM PROGRAMME

The Primary Curriculum Programme was an opportunity for colleagues from across 40 schools to collaborate by focusing on curriculum development in their own contexts. The programme centred around the main themes of 'How Do We Do It?' and included participants from all authorities within the West Partnership.

Participants worked with Education Scotland (ES) and researchers from The University of Glasgow's Robert Owen Centre to consider their curriculum in relation to the Refreshed Curriculum Narrative and undertook a related Collaborative Action Research (CAR) project, supported by the Robert Owen Centre team. A senior leader and a class teacher from each school participated in the programme to allow them to share ideas and support each other as they took forward their CAR project.

In the programmes' evaluation, 95% of participants reported that the themes of the sessions met their needs and 86% stated that the structure of the sessions met their needs. Qualitative feedback from participants suggested that the programme had stimulated self-evaluation and change implementation:

> "It has encouraged me to reflect on my own practice, and have time set aside to build on and improve learners' experiences."
>
> — (TEACHER, GLASGOW CITY)

> "I would not have approached an adaptation to the school in such an in-depth manner, despite being data rich it's not always data applied but this really focused on applying that data that was collected."
>
> — (TEACHER, GLASGOW CITY)

THE PRIMARY CURRICULUM PROGRAMME



After completion of their CAR project, senior leaders and classroom teachers presented the impact and learning with schools from across the West Partnership. From evidence highlighted within presentations, it was clear that changes to practice had resulted in an enhanced learning experience for children. This occurred in a number of ways, with practitioners noting the importance of including children in their learning and completing deep self-evaluation which enhances staff knowledge:

> "I have had the opportunity to stop and listen to pupil feedback and build a project from their ideas and not just my own."
>
> — (TEACHER, GLASGOW CITY)

> "Involving children in their learning. Making learning more practical and fun. Understanding that children can gain so much from outdoor learning."
>
> — (TEACHER, RENFREWSHIRE)

> "Allowed deep evaluation of current practice and enhanced staff knowledge. Changes have positively impacted (on) pupil progression."
>
> — (TEACHER, SOUTH LANARKSHIRE)

The West Partnership Primary Curriculum Programme facilitated the completion of 30 CAR Projects. Each of these projects involved a process of self-evaluation, practice change and an evaluation of the impact of each intervention on children's experiences and progress. One example of this process was evident when practitioners from one Glasgow primary used their attainment data to identify writing as a priority for their school improvement plan.

Having assessed various potential interventions, the practitioners developed the inquiry question how does the explicit teaching of before, during and after writing strategies increase attainment for targeted learners? The practitioners developed a logical model of improvement proposing that the development of practitioner knowledge, skills and confidence would lead to higher quality learning experiences for pupils and raising attainment.

Practitioners at the school engaged in 'before, during and after writing strategy' training. They self-evaluated their knowledge, skills and confidence in teaching writing before and after the training. Practitioners noted how each of these indicators had increased following the training but also how the engagement of learners had improved in the classroom.

Throughout the project, children were asked to give feedback on their experience of developing their writing. Data demonstrated that pupils developed a better awareness of themselves as writers, were more likely to respond appropriately to feedback, were more resilient when making mistakes and were more likely to have positive feelings towards writing as an activity. From teacher judgements it was clear that attainment results had improved for many learners through the use of intervention groups and class strategies.

Due to the success of this programme, it will be offered to participants across the West Partnership next session. Participants that have completed the programme will share their CAR project with schools next session. It is hoped that participants will be able to use CAR to support improvement in other areas in the future.

Improving Our Schools

Improving our Schools (IOS) focuses on improving attainment and achievement through:

- high quality self-evaluation across the school and in individual classrooms
- the use of data to inform targeted interventions
- improving learning and teaching; and
- a relentless focus on equity and excellence for all children and young people.

IOS was piloted in session 2021–22 with ten primary schools in five local authorities across the West Partnership. Nine out of the ten schools completed the programme.





IMPACT

All **nine schools** saw positive changes in **knowledge, confidence and understanding.** The three groups that described positive changes were senior leaders, teachers and children.

Leaders in all nine schools described examples where working together using the IOS model had **improved classroom practice**. Teachers shared their expertise through collaborative professional learning activities, peer to peer classroom visits and discussion.

All nine schools **improved attainment** for the children who were part of the targeted interventions.



Improving Our Schools

SCHOOL 1:

Learning & teaching focus	Differentiation
Impact on learning and teaching	Teachers are differentiating learning and teaching more effectively overall and taking more account of children's interests as they do so.
Curriculum focus	Literacy – listening and talking – group talk and discursive talk
Impact of interventions on children	At early level the percentage of children using five or more related skills increased from 29% to 35%.

"Fact Story Action has made a big difference to our school. It has really improved tracking conversations for the better."

— DEPUTY HEAD

"I now explicitly teach listening and talking each week ... I make better use of differentiation to ensure my neurodivergent learners are included."

— CLASS TEACHER

SCHOOL 2:

Learning & teaching focus	Metacognition and retrieval
Impact on learning and teaching	Metacognitive strategies are being used across the school and children can talk about what they are, how they use them and how this helps their learning.
Curriculum focus	Numeracy – fractions and money
Impact of interventions on children	Average scores for the pre and post intervention assessments were as follows: — Children focussing on fractions saw scores increase from 33% to 70% — Children focussing on money saw their scores increase from 34% to 83%

"What's really stood out for me is the platform it has created for this rich dialogue to take place across the whole school ... This year I've come to appreciate just how important the data of our school is as it leads you to your next steps."

— CLASS TEACHER

"Using metacognition, we've really become more independent with planning our work. You can use it in many subjects, you can even use it when you're not in school."

— PRIMARY 7 CHILD

Wellbeing for Learning: *Keeping Trauma in Mind Programme*

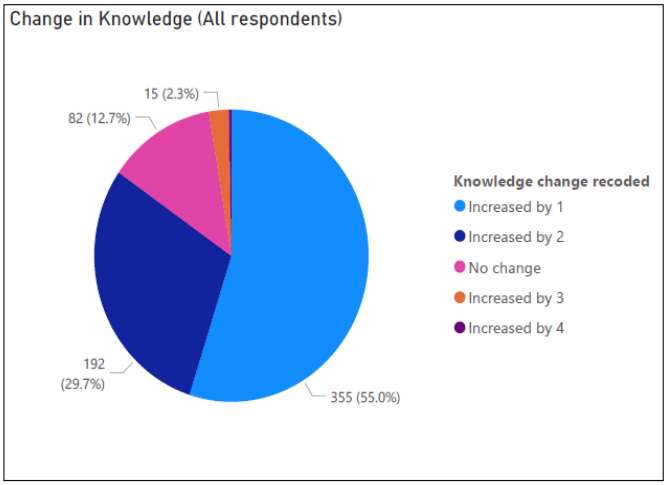


The Keeping Trauma in Mind Programme was an opportunity for colleagues from across the West Partnership to engage in professional learning relating to trauma. The sessions provided participants working in different sectors with an opportunity to understand the impact of trauma and to know how to adapt the way they work to make a positive difference to the lives of children and young people affected by trauma.

The response to the programme offer was high, with 400 attending the sessions. After analysis of the sign-up information, we could see that, across all eight local authorities, 271 different establishments had registered. There were participants from Early Years, Primary, Secondary, ASN, CLD and Social work. Two key aims of the series were to increase the knowledge of participants; and to develop confidence to apply new knowledge.

IMPACT ON PRACTITIONER KNOWLEDGE

We were particularly interested in evaluating the impact of the series on practitioner knowledge. We asked evaluation respondents to rate their knowledge level along a 5-point scale, with 1 being the least knowledgeable and 5 being the most knowledgeable. The chart to the right shows that **87% of respondents reported an increase in knowledge across all sessions.** This means that of 646 completed evaluations, knowledge increases had been reported in 560 of them. The largest increases to knowledge were reported by Early Years practitioners, followed closely by Pupil Support Assistants.



> "My role is nurture based and all of this will really impact my work. So many good ideas and this has really helped to deepen my understanding and what I can do to support."
>
> — (TEACHER, SOUTH LANARKSHIRE)

> "I liked learning more about how self-regulation works. Also coming up with practical strategies that can be implemented in my setting."
>
> — (TEACHER, EAST DUNBARTONSHIRE)

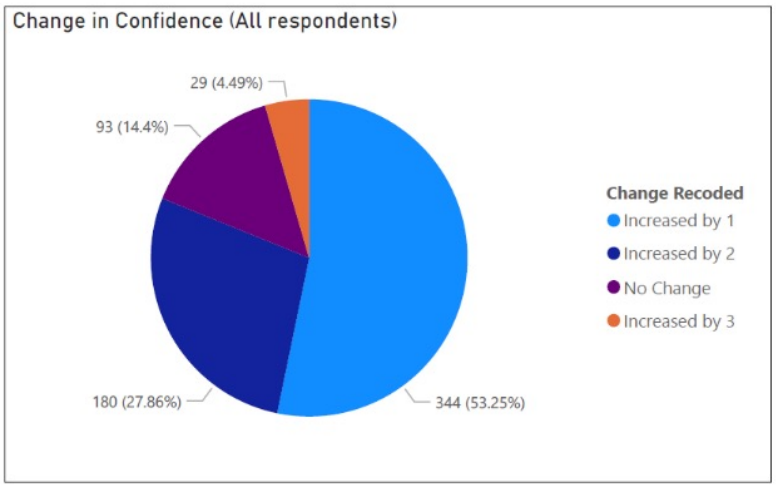
IMPACT ON PRACTITIONER CONFIDENCE

We were also interested in evaluating the impact of the series on practitioner confidence in applying the new knowledge. We asked evaluation respondents to rate their confidence level along a 5-point scale, with 1 being the least confident and 5 being the most confident. **The pie chart shows that 82% of respondents reported an increase in confidence across all sessions.** This means that of 646 completed evaluations, confidence increases had been reported in 530 of them.

Moving forward, a recall process with selected participants who indicated an interest in a practitioner enquiry will take place. A collaborative action research project will allow practitioners to document the implementation of their learning into practice.







Conclusion



This year, the Partnership has made very good progress in driving forward equity, excellence and empowerment across the West and this has been demonstrated throughout the report. Our progress has been further recognised externally through research carried out by the Robert Owen Centre (ROC) for Educational Change. In their Phase III Reflections on the Partnership Recovery to Renewal: Reimaging the Future (2022) report, the ROC findings compliment that of the internal evaluation providing a strong triangulated approach to evaluation.

The key findings included:

- a strong culture and ethos of collaboration;
- demonstrable transformative system change;
- networks building collective agency and capacity at all levels; and
- added value to local authorities — which translated to significant leadership and learning and teaching developments.

Moving forward, we will continue to add value to our local authorities, be accessible to those who will benefit most from it and focus on activities that have the greatest impact on learner experiences and outcomes.









APPENDIX 1: CRITICAL INDICATORS

INDICATORS	2016-17 BASELINE	2017-18 VALUE	2018-19 VALUE	2019-20 VALUE	2020-21 VALUE
% of primary pupils (P1, P4 and P7 combined) achieving expected levels or better in literacy (based on reading, writing and talking and listening)	71.3	72.4	73.0	**	69.7
% of primary pupils (p1, p4 and p7 combined) achieving expected levels or better in numeracy	78.1	79.5	80.3	**	77.3
% of S3 pupils achieving third level or better in literacy (based on reading, writing and talking and listening)	89.7	90.1	89.6	**	**
% of S3 pupils achieving third level or better in numeracy	90.1	89.7	90.0	**	**
% of S3 pupils achieving fourth level or better in literacy (based on reading, writing and talking and listening)	46.7	48.8	49.7	**	**
% of S3 pupils achieving fourth level or better in numeracy	56.7	57.7	56.5	**	**
% of leavers achieving 1 or more awards at SCQF Level 6 or better	67.3	68.7	69.3	70.4	72.8
% of leavers achieving 5 or more awards at SCQF Level 6 or better	36.2	37.6	38.3	42.1	44.3
% of leavers achieving SCQF Level 5 or better in literacy	81.9	82.8	82.6	83.1	84.6
% of leavers achieving SCQF Level 5 or better in numeracy	69.1	70.2	69.2	70.8	72.8
Number of Practitioners accessing professional learning opportunities provided by the West Partnership	TBC	TBC	TBC	3185	3137
Percentage of practitioners reporting an increase in their knowledge following participation in West Partnership activities	N/A	N/A	N/A	N/A	85.1
% of establishments evaluated as good or better for leadership of change	59	63	73	*	*
Primary Exclusion Rates (Rate per 1000 pupils)	9.9	N/A	3.7	N/A	2.6
Secondary Exclusion Rates (Rate per 1000 pupils)	46.8	N/A	23.7	N/A	21.2
Primary Attendance Rates	94.6	N/A	94.2	N/A	93.4
Secondary Attendance Rates	90.7	N/A	90.3	N/A	88.4
Initial School Leaver Destinations (Positive)	93.6	94.4	95.2	93.6	95.8
% of establishments evaluated as good or better for learning, teaching and assessment	57	66	71	*	*

* Impacted by Covid

** BGE data not collected.

APPENDIX 2: COLLECTIVE KNOWLEDGE AND CONFIDENCE IMPROVEMENTS

EVENT	NUMBER OF RESPONDENTS	% OF PARTICIPANTS REPORTING AN INCREASE IN KNOWLEDGE	COHORT PRE (1–5)	COHORT POST (1–5)	CHANGE	NUMBER OF PARTICIPANTS INCREASED
ASN Rights Based Training	12	75.0	3.3	4.3	1.0	9
Gambling & Gaming	14	100.0	2.6	4.6	2.0	14
Maths Conference	189	87.0	2.9	4.0	1.1	164
Pedagogy Series	152	88.8			0.0	135
Primary Curriculum	12	100.0	1.8	3.6	1.8	12
PSE Mindfullness	11	72.7	3.4	4.3	0.9	8
PSE Respect Me Anti-bullying	8	100.0	2.5	4.6	2.1	8
PSE Self Harm	9	77.7	3.0	4.1	1.1	7
PSE Self Harm Awareness Training	9	77.7	3.0	4.1	1.1	7
PSE Sexual Content	14	85.7	3.2	4.4	1.2	12
Trauma Series	646	87.0	3.1	4.3	1.2	562
UNCRC ASN	12	75.0	3.3	4.3	1.0	9
UNCRC CLD	10	90.0	2.7	3.8	1.1	9
UNCRC ELC	15	86.6	3.4	4.5	1.1	13
UNCRC Rights Based Training	15	86.6	3.4	4.5	1.1	13
UNCRC Train the Trainer	15	66.6	3.1	4.1	1.0	10
VLN: Autism	21	42.8	3.6	4.0	0.4	9
VLN 1	63	84.1	2.6	3.7	1.1	53
VLN 2	41	85.4	2.3	3.7	1.4	35
VLN 3	25	100.0	2.2	4.0	1.8	25
VLN Parental Engagement	8	75.0	3.8	4.5	0.7	6
VLN Parental Involvement	36	47.2	3.5	4.1	0.6	17

- 1337 evaluation responses
- 1137 responses note an increase in knowledge
- 85% of respondents report an increase in knowledge
- Average pre-event figure was 2.6
- Average post-event figure was 3.7
- Average change on the 5-point scale was 1.1

Conclusion

WEST PARTNERSHIP EVENT	NUMBER OF RESPONDENTS	% OF RESPONDENTS REPORTING AN INCREASE IN CONFIDENCE	COHORT PRE (1–5)	COHORT POST (1–5)	AVERAGE CHANGE	NUMBER OF PARTICIPANTS INCREASED
Maths Conference	189	85.7	2.9	4.0	1.1	162
Moderation Event	46	58.7	3.6	4.2	0.6	27
PSE Mindfullness	11	81.8	2.9	4.2	1.3	9
PSE Respect Me Anti-bullying	8	87.5	2.5	4.1	1.6	7
PSE Self Harm	9	77.7	2.9	3.8	0.9	7
PSE Sexual Content	14	78.6	3.1	4.2	1.1	11
Trauma Series	646	82.0	3.0	4.2	1.2	530
UNCRC ELC	15	93.3	3.0	4.3	1.3	14

- 938 evaluation responses
- 767 responses note an increase in confidence
- 82% of respondents report an increase in confidence
- Average pre-event figure was 3.0
- Average post-event figure was 4.2
- Average change on the 5-point scale was 1

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