

LEAP Step by Step

An introductory guide to the
LEAP framework
Second edition

By Alan Barr and Jane Dailly



scd
scottish
community
development
centre

leap
learning
evaluation
and planning



community
development
foundation

First Published in Great Britain in 2006 by the
Community Development Foundation
Unit 5, Angel Gate
320-326 City Road
London EC1V 2PT
Registered charity number 306130

in association with the
Scottish Community Development Centre
Suite 301-309, Baltic Chambers
50 Wellington Street
Glasgow G2 6HJ

Copyright © Community Development Foundation 2006

British Library Cataloguing-in-Publication Data
A record of this publication is available from the British Library
ISBN 1 901974 69 3

CONTENTS



Contents

4	What is the LEAP Framework?
5	The LEAP Approach
6	How Does it Work?
7	Using the LEAP Framework
8	STEP 1
9	STEP 2
10	STEP 3
12	STEP 4
13	STEP 5
15	The Advantages of Using LEAP
16	LEAP Quotes

WHAT IS THE LEAP FRAMEWORK?



What is the LEAP framework?

LEAP stands for Learning, Evaluation and Planning. The framework was developed by the Scottish Community Development Centre.

It is a practical toolkit that supports those working to improve the quality of community life to plan their work more effectively; identify and evidence the changes that they hope to make; learn from their experiences; and work in partnership with one another.

The LEAP framework should be useful to community organisations; local authorities; voluntary sector organisations and policy makers – particularly those involved in community health and wellbeing programmes; community planning partnerships; community regeneration programmes; and social inclusion and social justice initiatives.

The LEAP framework is designed to be a useful tool in all aspects of project, programme and policy planning and development. It encourages us to ask critical questions about our work and to ensure that all those with a stake in what we are doing are involved and are working to a shared agenda.

The LEAP framework emphasises self-evaluation, encouraging us to take joint responsibility for planning and evaluation throughout a project or programme.

What is LEAP?

LEAP stands for Learning, Evaluation and Planning.

It is a learning-based planning and evaluation framework.

LEAP supports good practice when we are working to improve the quality of community life.

It helps us to identify the difference we hope to make, to plan more effectively, work in partnership with each other and members of the community, and learn the lessons from our experience.

The LEAP framework can be used in different contexts; to support the work of different sectors, and at project, programme and policy level. It is particularly useful as a tool to support partnership working and local community planning.

THE LEAP APPROACH



The LEAP framework is based on the principles and values that underpin community development. It is a particular way of thinking about change and development.

The LEAP framework is based on the understanding that to improve the quality of life experienced by communities, our actions should be guided by certain values and principles. We should approach change and development in a way that is:

- **Need led**
We should set out to respond to the experiences and concerns of communities and issues of inequality and social injustice.
- **Change/outcome focused**
We should focus on achieving real and measurable change in the quality of personal and community life.
- **Participatory**
We should involve all those with an interest in the change we hope to make, particularly the community itself.
- **Concerned with building partnerships**
We should aim to build and develop relationships between stakeholders, particularly between agencies from different disciplines and sectors and between agencies and community organisations and members.

- **Concerned with issues of capacity and empowerment**

We should understand development as a process in which participants increase their understanding of the various factors which affect them and thus their capacity to engage with and have control over the change process.

- **Concerned with learning and continuous improvement**

We should aim to understand change by capturing and reflecting on as much of the process as possible and use the lessons learned to guide future action.

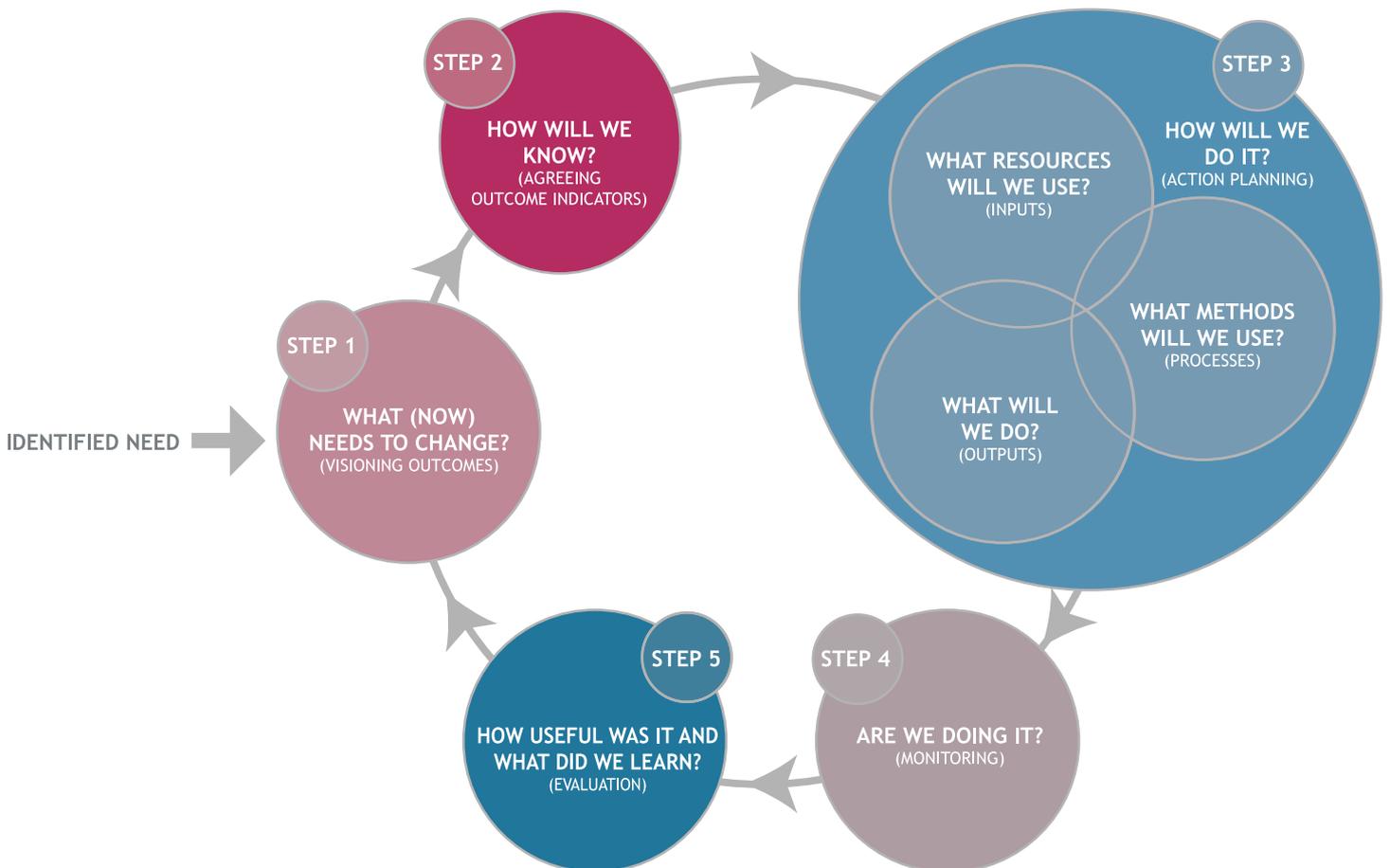
The LEAP framework helps us to apply this approach to our work.

HOW DOES IT WORK?



How does the LEAP framework work?

The LEAP framework guides us through 5 steps in a planning and evaluation cycle that describes how to go about outcome-focused planning and evaluation and takes us through the key stages that are essential to effective collaboration between stakeholders. These are illustrated in the diagram below.



USING THE LEAP FRAMEWORK



Before you start – Identifying and defining need

Effective planning starts from a clear understanding of the need or issue that we want to address. The issues that communities face are often complex and multi-dimensional. It is important to take time to understand, agree and describe the issue if we are to act effectively. The needs/ issues that are to be addressed should be clearly stated at the outset.

Sometimes a need-led approach is criticised because it is thought to mean that we look at what is wrong, not what is right in a community. The latter is often called an asset-based approach. Although LEAP starts by saying we have to investigate what the problems are that need action, it also recognises that achieving change depends on building on and using people's strengths and abilities. Needs-led and asset-based approaches are perfectly compatible.

It is important to ask the following questions

- Why are we doing this?
- What issues and problems are we dealing with?
- Whose issues are they – are they defined by the community, local agencies or policy maker's?
- Who has a legitimate interest in this issue?
- Have we checked whether our perception is shared by others?
- Have we considered need as expressed by communities and in relation to issues of social justice and equality?

We can now move on to consider the key stages in the LEAP planning and evaluation cycle.

The LEAP Cycle



Step 1
Page 8



Step 2
Page 9



Step 3
Page 10



Step 4
Page 12



Step 5
Page 13

STEP 1



What (Now) Needs To Change? Visioning Outcomes

Once the needs and/or problems have been identified, the first step is, in partnership with all stakeholders, to decide what we want to achieve. LEAP describes this as 'visioning the outcomes'. Visioning should focus on the experience and hopes of participants themselves. It involves answering the simple question: what difference should our actions make? This helps to give purpose and direction to a project or programme and ensures that all stakeholders are involved from the outset.

Visioning outcomes should focus on the experience and aspiration of all stakeholders. The people who are intended to benefit from change should be involved in deciding the purpose and direction of what we do.

(Note: Whilst our vision should always be tempered by realism it is important to remember that exclusion and disadvantage often lead to very low expectations of the potential for change. So do encourage ambition and creativity.)

STEP 1

WHAT (NOW) NEEDS TO CHANGE? (VISIONING OUTCOMES)

Summary of Step 1

Identify community need/concerns.

Assemble the stakeholders.

Establish a vision of what needs to change.

Describe the vision as a series of outcomes.

STEP 2



How Will We Know? Agreeing Outcome Indicators

Step 1 emphasises the importance of agreeing a vision of change. Step 2 asks how will we know we've done it – how will we measure success? In other words, we need to know if our actions are effective in producing the outcomes we planned. To make such judgements, we need to collect evidence that provides measures or indicators of progress. LEAP describes this stage as 'agreeing outcome indicators'.

Outcome indicators may be straightforward and easy to measure or more complex, depending on the type of information we are looking for. Sometimes one indicator may be all that is necessary for clear explanation. Sometimes several indicators may be needed.

We may be able to use direct measures (e.g. a comparison of the price of fruit and vegetables in a food co-op with prices in other food outlets allows us to measure whether the existence of the food co-op improves the availability of more affordable health foods). However we often need to use more general indicators (e.g. a reduction in anti-depressant prescriptions is often considered to be an indicator that there is less stress in the population).

It is important that we also think about measuring change by gathering qualitative evidence as well as facts and figures (quantitative evidence). For example, we should record people's own opinion and experience of what has changed or improved.

Once we have agreed our indicators, we should conduct a baseline study. This simply means gathering evidence that

STEP 2

HOW WILL WE KNOW? (AGREEING OUTCOME INDICATORS)

tells us where things stand at the beginning of the process, using the indicators that have been chosen. Baseline information is essential – if we want to measure change we need to be able to make a 'before and after' comparison.

It is important that all stakeholders agree on the indicators to be used. Agreeing indicators is the process of agreeing our criteria for judging success. The indicators chosen should reflect what is important to all those involved.

Summary of Step 2

Together with other stakeholders, identify and agree on indicators that will provide evidence for measuring whether outcomes are achieved.

Conduct a baseline study.

Build the process of collecting evidence into practice and procedures.

STEP 3



How will we do it? Action Planning

Step 3 is about working out a plan of action that will bring about the outcomes we identified in Step 1. LEAP identifies three components of action-planning that should be considered:

- Identifying the resources to be used and who will provide them – these are called the inputs.
- Being clear about the means and methods to be used by stakeholders – these are called the processes.
- Specifying the particular actions that each stakeholder will take – these are called the outputs

What resources will we use? Inputs

Inputs are many and varied, but generally come from three main sources:

- The community (skills, commitment, local knowledge etc.)
- From local agencies, organisations and partnerships (e.g. dedicated staff time and skills, funding for or lease of buildings, equipment, services)
- From other agencies external to the local setting (e.g. European Community grants, government policy statements and guidance).

LEAP calls these people the stakeholders.

Between them they can bring to bear a range of resources: skills, knowledge, energy, time, money, equipment, facilities and relevant and supportive policies.

It is essential to be clear what each group is willing and able to contribute and to look at how to maximise the benefits that can be gained from combining their resources.

What methods will we use? Processes

The processes are the means and methods we use to bring about the changes we seek. Examples include:

Training
Network development
Community organising
Action research
Marketing
Information provision
Advocacy
Campaigning.

They define the overall approach we take to achieving change. There will usually be several processes involved.

It is important not only to identify whether the methods will achieve what we want (effectiveness) but to also consider whether, in the light of other needs to be addressed, the level of resources required can be justified (efficiency and equity).

What will we do?

Outputs

The outputs are the specific things that will be done to achieve the desired change, or outcomes. By definition, outputs are within our control, so we can set targets for them. As well as setting targets for what will be done, we can also decide in advance who will do something and when it will be done, for example:

- The community education worker will undertake an audit of learning needs of refugee families in the local community and report to the community learning partnership in three months time.
- The public health practitioner will organise a public meeting to review proposals for a Healthy Living Centre.

Transparency and specificity about what will be done when and by whom sets clear targets for each partner and are the basis for mutual accountability between them.

Knowing what we want to do doesn't necessarily mean we can do it. We need to know if our plan is feasible. The processes we will use, the inputs we will need and the action that we will take are all linked and interdependent.

Linking step 3 and step 1

Having worked through Step 3, it is possible that we will discover that we do not currently have the capacity to achieve our outcome vision. We will therefore need to return to Step 1 to review it and to identify the progress that we can realistically make. Whilst we should be ambitious, attempting to achieve things that we are not capable of doing may mean that people become disillusioned.

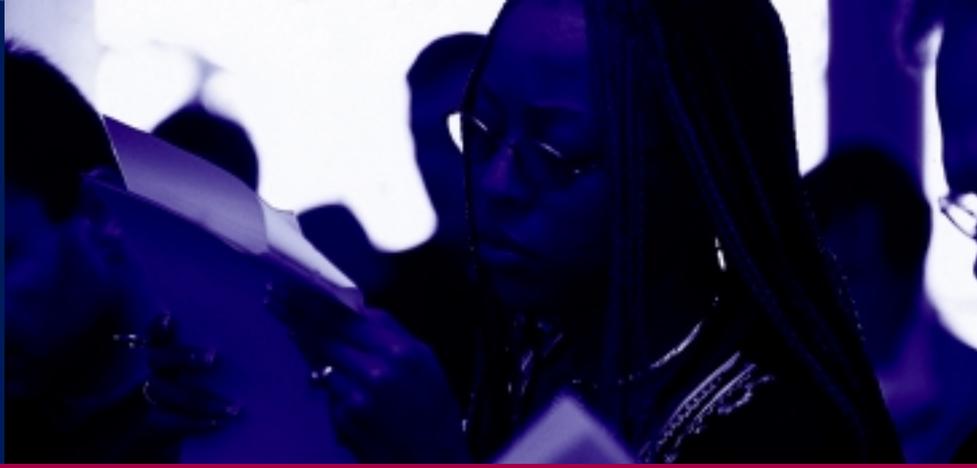


It is important that we have a clear idea of how our action plan will achieve the changes we hope to see (our outcomes). We should be able to give a simple account of how it will work.

Outcomes and Output

Outcomes must be distinguished from outputs. To recap outcome statements specify the differences that are intended to result from a given activity. Outputs are the actions that we take or services we deliver – things we do, for example conducting a community appraisal, running a capacity building event. Outputs are the means of achieving outcomes. Outcomes are the changes or benefits that we hope will arise from these activities: for example well-informed community leaders, able to use their knowledge of community needs in a skilled manner to effect change that improves the quality of community life.

STEP 4



Are We Doing It? Monitoring

Step 4 is an essential step towards evaluating our work. At Step 4 we monitor the progress of our Action Plan.

Our action plan is based on identifying the actions that need to be taken to achieve the intended outcomes. If we fail to take all the steps we identified at the planning stage, it is likely that we will also fail to achieve the intended outcomes, so continuous monitoring is vital.

Monitoring should focus on the relationships between the outputs and the inputs, and processes we identified. Each can be assessed on the basis of efficiency, effectiveness and equity.

Step 4 is therefore about having in place the means of checking that every participant meets the commitments that they have made and that the plan is actually put into action. This involves identifying monitoring indicators that will tell us whether the activities we plan are carried out in the manner intended. We should set specific targets for when, where and how we will undertake the activities we plan.

Partners need to agree how they will report to one another and establish a way of working that ensures that all their activities are open to scrutiny by others. It may be helpful to have an overall action plan co-ordinator.

Key questions to ask in Step 4 include:

STEP 4

ARE WE DOING IT? (MONITORING)

- Did all the things we intended to do actually happen?
- If things didn't happen-why not? What lessons can be drawn from this etc?
- Did the expected number and type of service users, colleagues or others take part?
- What records or information do we have that provide evidence that the events happened?

Summary of Step 4

Decide what indicators will be used to monitor progress (i.e. to check whether the activities that are planned are actually carried out)

Participants agree on a way of reporting to one another and making their work available for scrutiny by all.

STEP 5



How Useful Was It and What Did We Learn? Evaluation

Step 5 is about evaluation, learning and planning ahead. Evaluation involves assessing our progress to determine whether or not the outcomes were achieved. Using the indicators agreed in Step 2, evidence should have been collected as we went along. This evidence is the basis for assessing how far the inputs, processes and outputs (Step 3) led to the outcomes planned at Step 1.

But we will also want to know whether other things have happened that we did not anticipate and whether these are positive or negative. It is also important to consider how the roles played by the various stakeholders had an impact on what happened and how it happened. This is the learning part of Step 5. Only when all the above information has been gathered together can participants make a full review of progress and agree what needs to be done next.

The critical questions to ask include:

- Do we have the evidence and information we need?
- What have we learned about the appropriateness of the methods chosen and our capacity to work with them? Looking at the outputs – the things we have done – should provide some evidence about this and about the way the work has been carried out. For example, have our actions been well planned, has there been good quality support, advice, or guidance provided, how have we dealt with any problems or obstacles?
- What has been learned about the inputs or resources we have at our disposal: our budget and its use, our staff and their deployment, partner projects or departments and their actual or potential contribution, the policy and strategic framework in which we operate?
- What has been learned about the theory of our project? In other words, to what extent have the actions we've taken led to the outcomes sought? If we have succeeded, what have been the factors that contributed to that success and why? If there have been failures, why have they been failures and what have we learned so we might succeed next time?

STEP 5

HOW USEFUL WAS IT AND WHAT DID WE LEARN? (EVALUATION)

- What has the impact of our work been? What evidence is there of change in partnership culture and practice? Is there change in the quality of peoples lives etc? How much of this change can be ascribed to the work of our project – what would (or would not) have happened if our project had not been there?

If we have been trying out innovative ways of working, or new approaches, are we able to reach some conclusions about their value, or whether they should be changed or developed in some way?

- Do we have useful evidence and indicators, or lessons that we can share with others?
- Has the project been effective? To what extent has it brought about the changes it intended?
- Has the project been efficient? Has it brought about change at a reasonable cost (of money, time and energy)?
- Has the project been equitable? Has it targeted people with the greatest need for the service? What steps have we taken to ensure that equalities issues have been identified and addressed?

Participatory Evaluation

The LEAP is a participatory approach to planning and evaluation. Participatory evaluation is a partnership approach to evaluation in which all those who have a stake in the programme or project play an active role. In step 1 and two stakeholders set the outcomes that will be the focus of evaluation and at step 2 appropriate indicators and evidence collection methods were selected. At step 5 stakeholders are involved in analysing the evidence and reaching consensus about findings, drawing conclusions and determining how learning should inform future action.

Participatory evaluation is an inclusive process concerned with creating and sharing knowledge. It should aim to build the capacity of all stakeholders to work more effectively for change and lead to stronger and more empowered communities.

It is important to think about methods of evidence collection and analysis that are accessible, appealing, appropriate and useful to all stakeholders.

Summary of Step 5

Assemble the collected evidence.

Evaluate the evidence to check whether what was done led to the outcomes planned.

Decide whether the work was done efficiently, effectively and equitably.

Think about what has been learnt from the project.

Decide what should happen next, or in future.

Armed with this information, review progress and agree what needs to be done next.

THE ADVANTAGES OF USING LEAP



Improving our own Practice

Whether working individually, or as part of a project or service, most of us want to feel we are working effectively and improving the quality of what we do. To give us the evidence we need to judge the impact of what we do, to identify what we have learned, and to apply these lessons to improve our work, we need good quality information about what we have done, and about the effect it has had. A consistent and planned approach to evaluation will give us the information we need for this purpose. It is through this process of critical reflection and learning that we become more confident and effective as practitioners. Self-evaluation is an essential part of career and personal development.

Sustainability

Many community development programmes and initiatives encourage collaboration, new ways of working, bringing in new partners, or providing innovative services. Once initial funding ends we need to make a case to potential funders to sustain the work of the project. To do this effectively we need good quality, convincing evidence that their work has had an impact on ways of working, on the quality of life and on the community as a whole. An early investment in evaluation will make it easier to present such a case when the time comes.

Being accountable to users and partners

If what we do is designed to encourage community participation and to add value through participation, it is crucial that the work that is done is seen to be legitimate, and authorised by the users and partners. A well-designed participatory approach to planning and evaluation which provides the opportunity for comment and discussion is an effective way of ensuring this accountability.

Organisational Development

Increasingly, voluntary and public sector organisations are called upon to articulate, evaluate and act on evidence about the outcomes of their work. It is also increasingly expected that public participation will be a feature of planning and evaluation. The LEAP framework is a planning and evaluation framework designed to support organisations to work in an outcome focused and participatory way and many organisations have found it an extremely useful approach and management tool.

Working in Partnership

Whilst there is no blue print for effective partnership working, the LEAP framework describes the stages that are commonly accepted as crucial to supporting the process of planning, acting and evaluating in partnership. Successful partnerships are built around clarity of purpose and a shared vision. The shared development of outcome indicators as part of the planning process ensures that we and our funders and partners have a shared idea of what constitutes success and appropriate evaluation criteria.

THE ADVANTAGES OF USING LEAP



Learning

Outcome focused planning and evaluation ensures that we are learning about works and what doesn't as we try to act for change. Developing outcome indicators at the planning stage allows us to use evaluation as a formative learning tool i.e. a tool that we can use as we go along (not just at the conclusion of our work) to make adjustments and improvements to our action plan.

Often evaluation is perceived to be a process by which to judge success or 'failure'. The LEAP approach to evaluation is concerned with a commitment to learning and using our learning to inform ongoing planning.

The LEAP framework supports us to keep asking certain basic questions and learning from our experience. They are as follows:

- Are we gaining a new understanding of community needs and issues?
- Are we being effective in tackling them?
- Are we being inclusive?
- Are the participants achieving their personal goals?
- Are we building community assets and resources?
- Is our work empowering people and building community skills and knowledge?

- Are we building a culture of collaboration, participation and sustainable change?
- Are we learning from our experience?
- Are we contributing to well-being and the quality of life?
- Are we making the best possible use of the resources we have?
- Do we have the evidence we need to influence future decisions?

These questions are at the heart of reflective community development practice.

The policy context

The LEAP framework is based on the principles and values that underpin a community development practice approach to change. This approach is now part of the programme of many agencies and the LEAP principles of participation, partnership, responding to local need and learning about what works are firmly established at policy level. The LEAP framework supports us to incorporate these principles into our work in a meaningful and effective way.

The LEAP framework requires us to ask what it means to work in partnership and involve communities; why are we doing this; how do we do it; what is important about how we go about it; what should result from this way of working?

THE ADVANTAGES OF USING LEAP



Working in partnership and involving communities requires us to look on collaborative planning and evaluation as key tasks in making this way of working possible and meaningful. The LEAP framework suggests that the shared planning and evaluation process that we go through is crucial to success.

Making the links

The LEAP framework can be used at project; programme and policy level and should help us to understand the links between these different levels of intervention.

Projects now tend to be part of programmes informed by wider policies that set the overall guiding principles and approach of this chain of intervention. It is therefore not good enough only to evaluate projects. They are one link in the chain. We must evaluate programmes and policies to understand whether and how they contribute to the quality of life experienced by communities, how they relate to each other and how they support or constrain action in communities. This involves thinking from the start about what a policy initiative or programme is intended to do, how we will know whether it has done it and how we will understand change.

To develop our understanding and act more effectively we need to plan and evaluate the relationship between levels of intervention. We need to look at the impact of public policy in relation to enabling and developing cross-sector partnerships and programmes and the extent to which these support local involvement and more supportive and responsive local services.

To do this we need to focus on outcomes and the links between outcomes at each level of intervention rather than on activities. This means we need to invest in the planning process and the capacity to generate robust evidence that is meaningful to all stakeholders. Most importantly, we need to develop a learning culture in which self evaluation becomes integral to practice and shared learning is valued as a crucial component of the attempt to tackle complex social issues.

LEAP is a framework that supports us to make the links between project, programme and policy level intervention; evaluate the different areas of impact; learn about what works and what doesn't and why and apply this to future practice.

At policy, programme and project level and no matter how complex the issues we need to plan and evaluate in a participatory way and in relation to the questions outlined in the LEAP framework:

What need are we responding to?

What needs to change?

How will we know if things have changed?

What action can we take to achieve this change?

Was this action effective?

What have we learned?

LEAP QUOTES

'The LEAP Framework offers practitioners a mechanism for planning more meaningfully; for identifying the outcomes of our work and for learning effectively from our experience. It is also a valuable tool for developing and maintaining partnership approaches to Greenspace activities.'

Deryck Irving
Senior Development Officer,
Greenspace Scotland

'Traditionally, evaluation was something which was 'done to' communities and projects. Now we see evaluation as something that we do with communities and which is about learning together and from each other. LEAP is an inclusive and participative approach which engages communities and others in planning and evaluating their projects. LEAP and the broad framework it comes from is about understanding that projects make a real difference to people's lives and the places they live in.'

Dr Sue Warner
Head of Operational Coordination and Support, Communities Scotland

'It is a simple tool to use, systematic and easy to record and not unwieldy. I see it in pictures, it can be technical but look at the simplest way of doing it.'

Heather Sloan,
Locality Team Leader
Have a Heart Paisley,
Health Demonstration Project

'Frameworks such as the LEAP framework are to be welcomed for giving practitioners, community and voluntary groups the tools they need to carry out project evaluation themselves, using agreed criteria for success and determining their own milestones of success. Funders will welcome the benefits this kind of learning and evaluation brings – good applications, realistic targets and outcomes, sensible development of existing projects and well-informed organisations running them.'

Kay Caldwell
Head of External Relations
at the Big Lottery

'LEAP can be used across levels to monitor project, programme and strategic level. In our experience it provides the information needed to prepare reports at all levels as well as a shared vision - clarity for all parts of the network on what we are trying to achieve and an ability to link it to the HLN objectives. The clarity supports the partnership process and working together. The LEAP framework and process can be used as a tool to get what you need. It isn't 'Rocket Science' - we like the very common sense approach.'

Diane Miller
Co-ordinator,
Aberdeen Healthy Living
Network

Community Development Foundation (CDF)

The Community Development Foundation, set up in 1968, helps communities achieve greater control over the conditions and decisions affecting their lives by:

advising government and other bodies on measures to build strong, active communities and promote community development and involvement

supporting community work of all kinds through networks, links with practitioners and collaborative work with partner organisations and management of local projects

carrying out research, evaluation and policy analysis to identify good practice in all aspects of community development and involvement and disseminating lessons through training, conferences, publications and consultancy.

CDF is a leading authority on community development in the UK and Europe. It is a non-departmental public body supported mainly by the Active Communities Directorate of the Home Office with substantial backing from local government, charitable trusts and the private sector. The Community Development Foundation is committed to openness in its affairs, apart from where bound by the need for confidentiality.

Community Development Foundation

Unit 5, Angel Gate
320 – 326 City Road
London EC1V 2PT
Tel : 020 7833 1772
Fax : 020 7837 6584
email: admin@cdf.org.uk
www.cdf.org.uk

Scottish Community Development Centre (SCDC)

Supporting Best Practice in Community Development

The Scottish Community Development Centre (SCDC) is a partnership between the Community Development Foundation (CDF) and the University of Glasgow. CDF is a non-departmental public body with charitable status and funded by the UK Home Office.

Launched in 1994 and building on substantial previous experience of both partners, SCDC has a long and successful track record of informing, influencing and supporting community development practice. We have a leadership role in advancing community development theory and methods and in designing and delivering funding programmes to support communities. SCDC has a well-evidenced knowledge base drawn from its experiences, academic research and evaluation and informed by the work of CDF throughout the UK. We draw on this to advise on policies to support community engagement and to build stronger communities.

SCDC has extensive reach, both geographical and organisational. We work throughout Scotland and reach into local communities; our networks with community organisations and others help to extend this reach. We also work with the voluntary sector, government departments and agencies, local authorities, health boards and community partnerships. We have a strong commitment to equalities as the underpinning principle of all our work.

SCDC works towards three main outcomes:

Relevant policy: through providing policy-makers with analysis and recommendations for improving the quality and breadth of community participation, empowerment and cohesion.

Effective practice: through developing and strengthening community development practice to enable more effective engagement and delivery at a local and regional level.

Strong communities: through promoting communities that are inclusive, active and influential.

LEAP Step by Step

An introductory guide to the LEAP framework

Second edition

By Alan Barr and Jane Dailly

'It is a simple tool to use – systematic and easy to record and not unwieldy. I see it in pictures – it can be technical but look at the simplest way of doing it.'

Heather Sloan

Locality Team Leader

Have a Heart Paisley

Health Demonstration Project

'Frameworks such as the LEAP framework are to be welcomed for giving practitioners, community and voluntary groups the tools they need to carry out project evaluation themselves, using agreed criteria for success and determining their own milestones of success. Funders will welcome the benefits this kind of learning and evaluation brings – good applications, realistic targets and outcomes, sensible development of existing projects and well-informed organisations running them.'

Kay Caldwell

Head of External Relations

at the Big Lottery

'The LEAP Framework offers practitioners a mechanism for planning more meaningfully; for identifying the outcomes of our work; and for learning effectively from our experience. It is also a valuable tool for developing and maintaining partnership approaches to Greenspace activities.'

Deryck Irving

Senior Development Officer

Greenspace Scotland

Alan Barr is Senior Lecturer in Social Policy and Social Work, University of Glasgow and the Co-Director of the Scottish Community Development Centre (SCDC).

Jane Dailly is manager of LEAP Support Services at the Scottish Community Development Centre (SCDC).

ISBN | 901974 69 3

scd
scottish
community
development
centre

leap
learning
evaluation
and planning



community
development
foundation