



Introduction to Evaluation

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Let's Agree Some Ground Rules...

-
- Stay on mute when you aren't speaking
 - Make sure others in your household know you are on video
 - Raise your hand if have a comment or question
 - Leave space for others to speak
 - Be respectful to everyone




- Name
- Organisation
- In the chat box input an emoji which represents how you are feeling today



Learning Outcomes

By the end of the session, you will:

- **Understand why evaluation is important**
- **Learn how to build your plan**
- **Understand the different methods of information collection**
- **Learn what to do when it all goes wrong**



What is Evaluation?

Evaluation typically involves collecting and using data to answer your own questions about the quality, value and direction of your work and to manage and improve what you do (Big Lottery)



Why is it important?

-
- **Funders**
 - **Annual Report**
 - **Feedback to Volunteers**
 - **Staff Appraisals**
 - **Promotion of the Organisation or Project**



Knowing the Language

- **Monitoring** – The collection of information which focuses on progress towards achieving outcomes
- **Evaluation** – Explores strengths and challenges, and importantly measures the value for those who it was intended to affect
- **Outcomes** – changes or differences that come out of your **activities**
- **Activities** – work you do or services you provide for your users



Outcomes and Need

-
- **Outcomes should link directly to the identified need**
 - **Need: Communities lack access to training on evaluation**
 - **Outcome: Communities have increased access to evaluation training**
 - **Activities:**
 - **Training Sessions**
 - **List of support available**



Use of Words

Outcomes

- Decrease
- Increase
- Improve
- Expand
- Reduce
- Sustain

Activities

- Support
- Engage
- Help
- Encourage
- Offer
- Enable



Writing Outcomes

-
- *Who* is changing?
 - *How* is it changing?
 - *What* is changing?

Communities (*who*) have increased access (*how*) to evaluation training (*what*)



The “So What?” test



“We provide a range of workshops!” ...

So What?!

We provide a range of workshops (*activity*)...

...so that...

...staff and volunteers have increased skills (*outcome*)



Riverside Youth Club

The club gives young people access to a variety of activities and services that will enable them to develop and grow as people in a safe, fun environment

1)	100 young people attend the youth club each week.	So what? (Indicator/Target)
2)	We raised £10,000 last year for the youth club.	So what? (Resource/Target)
3)	Young people have an improved understanding of risk-taking behaviours.	Outcome
4)	We run sexual health talks for teenagers.	So what? (Activity)
5)	The young people are better able to make appropriate choices.	Outcome
6)	Young people get help with their homework at the club's School's Cool sessions.	So what? (Activity)
7)	One of them said that if it wasn't for the youth club they wouldn't have secured a part-time job.	Unexpected outcome

8)	Last week the youth club won an award.	So what? (Change unknown)
9)	We involve all of the young people in planning the Christmas party.	So what? (Activity)
10)	The young people's enthusiasm for taking part in physical exercise was reduced.	Unexpected negative outcome
11)	The young people were involved in making a film about the dangers of alcohol misuse	So what? (Activity)
12)	Young people are more aware of the dangers of alcohol misuse.	Outcome
13)	Young people have increased team working skills.	Outcome

Outcomes over time

Committee
have
increased
skills

Organisations
run better

People get
better
services



Example

Outcome: Care home residents are more physically active

Indicators	Methods
Number of steps taken daily	Pedometers
Number of activity sessions participated in	Attendance records
Means of getting around care home	Observation / Ask people
Length of time can balance on one leg holding chair	Timed attempt
Feelings of Fitness	Ask people to move to the picture which best reflects how fit they feel



Where do you get your evidence from?





Identifying the story

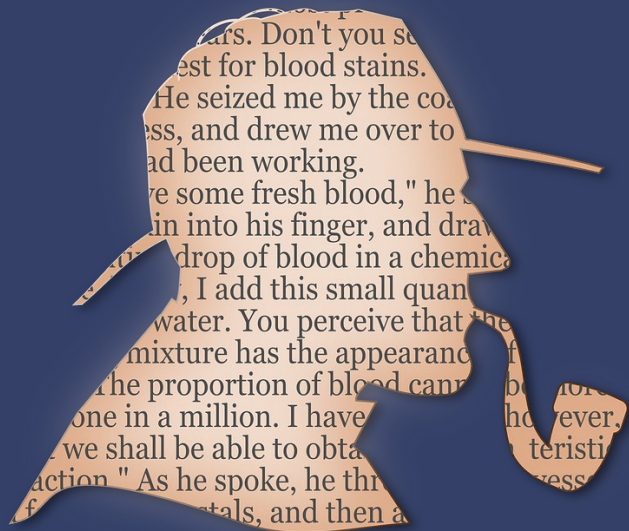
ONCE UPON A TIME...

ALONG THE WAY...

AT THE END...

AND THE MORAL OF THE STORY
IS...

Playing Detective



- Identifying evidence
- Piecing it together
- Drawing conclusions



Who are our Stakeholders?



Information collection methods

- Surveys
- Group Evaluation tools/workshops
- Individual interviews
- Digital tools
- Other creative methods



Engaging Stakeholders



Types of information and analysis

- Quantitative vs Qualitative

3 stages in analysis

- Preparation
- Doing it
- Considering the findings



“ Some of the most insightful learning comes from when things don't go to plan. Our grant holders have so much experience in testing out what has and hasn't worked for them, and it can be really valuable to share how a project has changed over time. We should think of progress reports as our library of learning, and we'll be looking to share as much learning as possible!

Gill Eunson
Knowledge & Learning Officer

What do I do when it all goes wrong?



Scotland Funders' Forum

Best reports come from projects that:

- **Evidence their work**
- **Tell their story**
- **Use reporting to reflect on what they have achieved and learned**




Mitigating Risks

- **Pilot Surveys**
- **IT Failure**
- **Consultation Fatigue**
- **Volunteer Fatigue**



Further Sources of Support

- Evaluation Support Scotland
- Argyll and Bute Council
- Argyll and Bute Third Sector Interface



Learning Outcomes - Revisited

By now, you will:

- **Understand why evaluation is important**
- **Know how to build your plan**
- **Understand the different methods of information collection**
- **Know what to do when it all goes wrong**

Thank You



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