

NCCPE Webinar

An introduction to evaluation
with Sophie Duncan

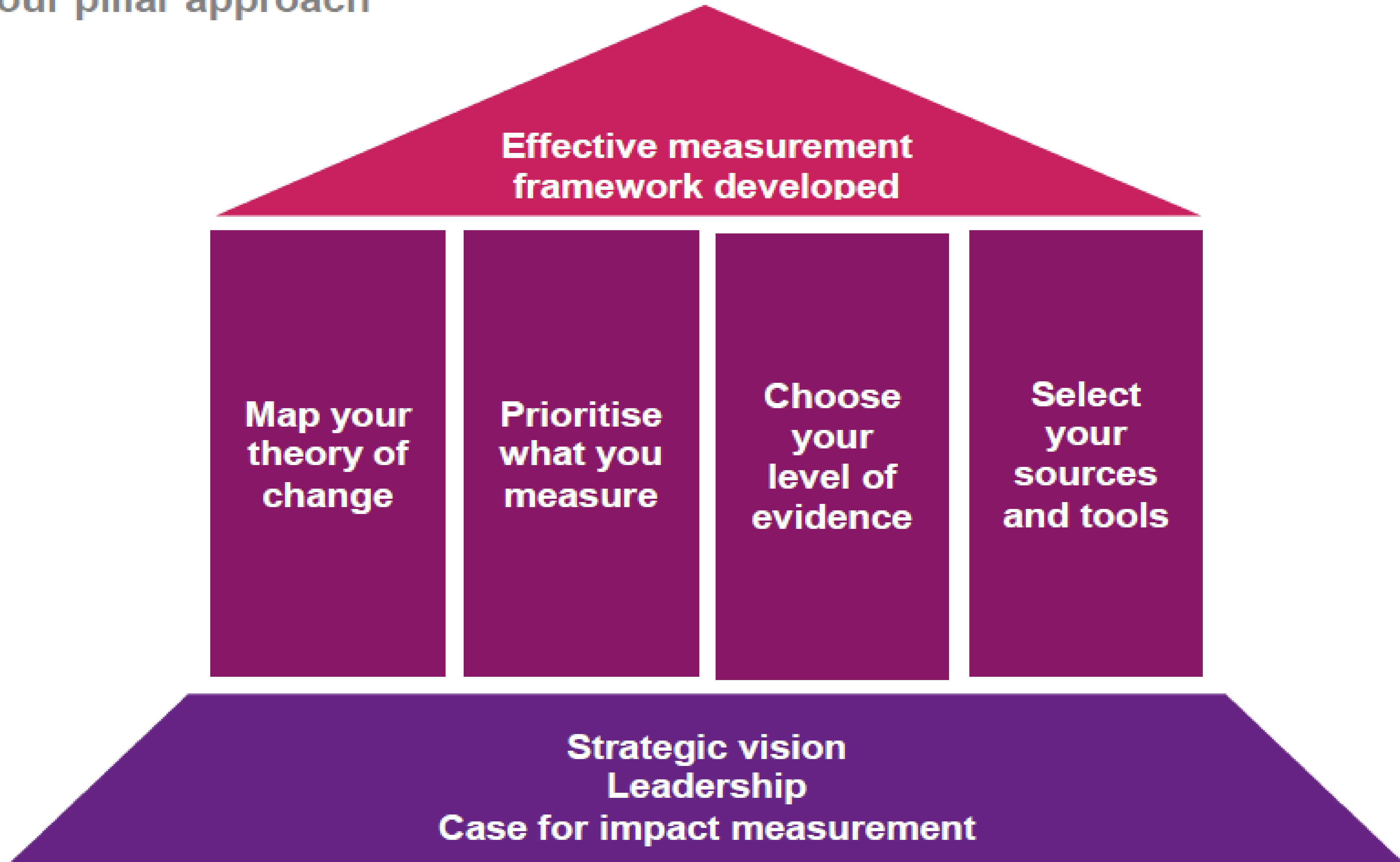


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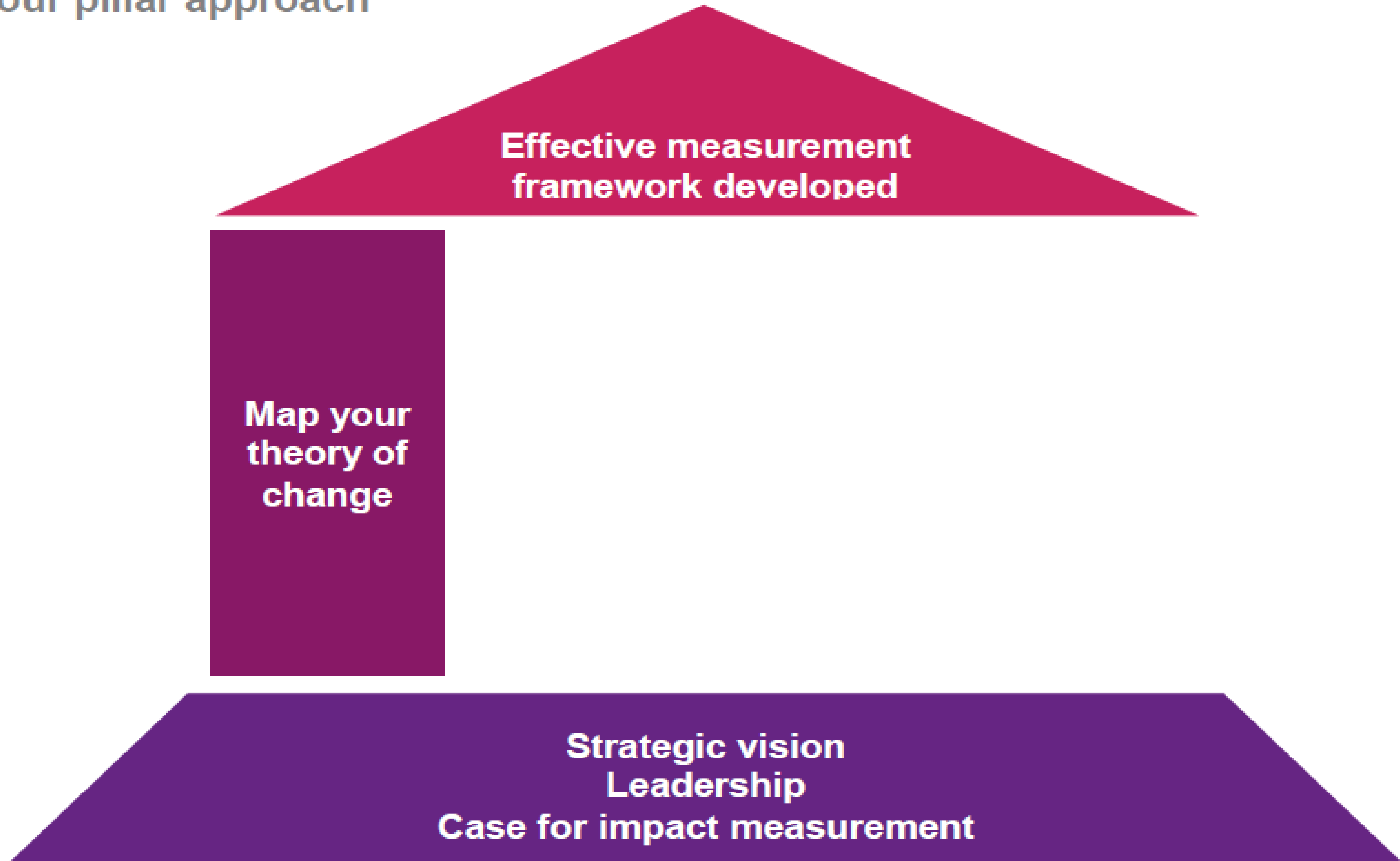
Evaluation

- Is your friend – albeit a critical friend
- Helps you work out how to make your project fit for purpose and participants
- Is part of planning a project, not something you think about at the end
- Should be used strategically
- Helps you work through the iterative cycle that leads to quality engagement

NPC's four pillar approach



NPC's four pillar approach



Logic models



**PURPOSE
PARTICIPANTS**

INPUTS	ACTIVITIES	OUTPUTS	OUTCOMES	IMPACTS
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ASSUMPTIONS

FACTORS/ RISKS

EVALUATION

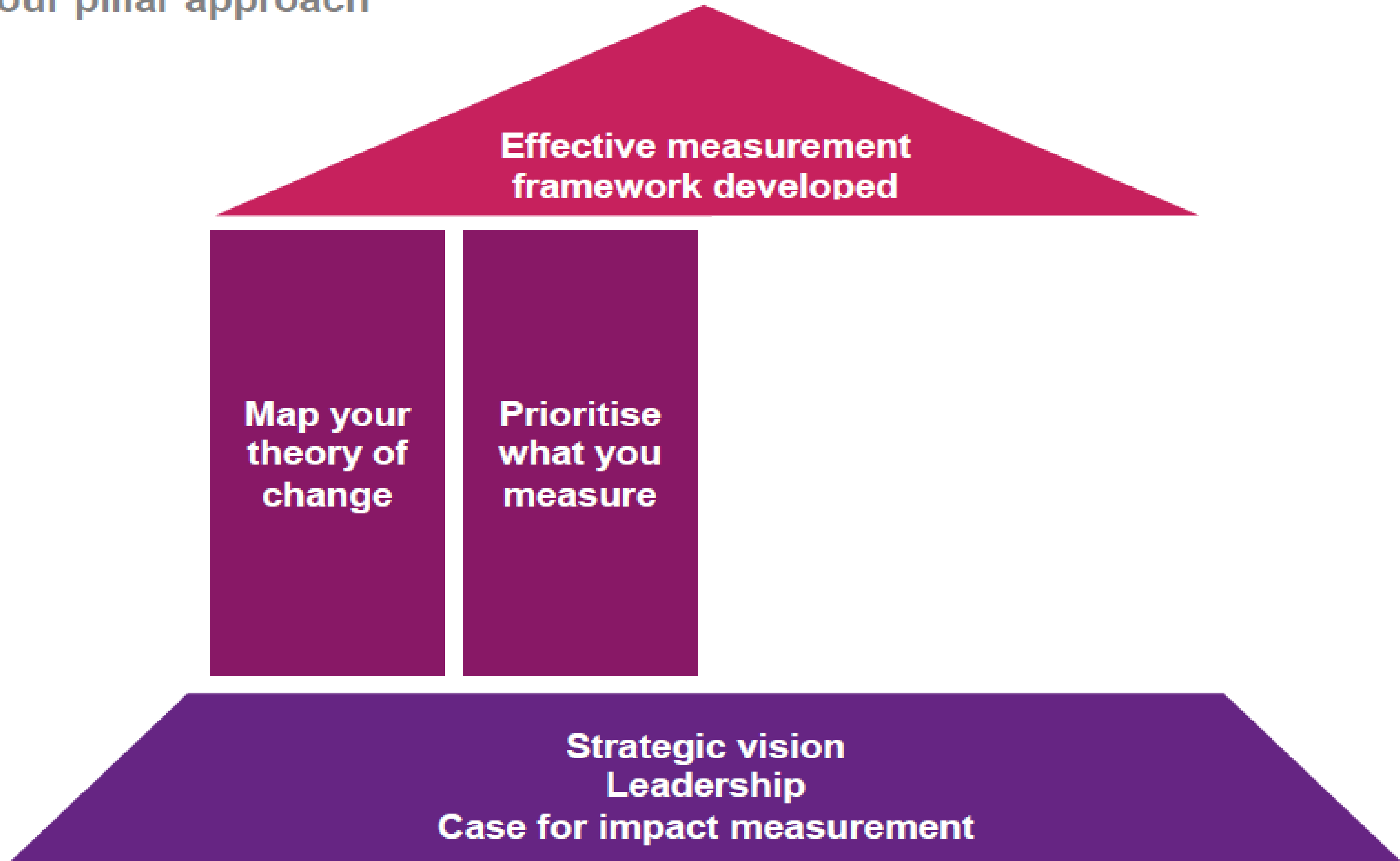
PURPOSE: To raise awareness of the importance of pollen producing plants for bees

PARTICIPANTS: Gardeners; local garden centre

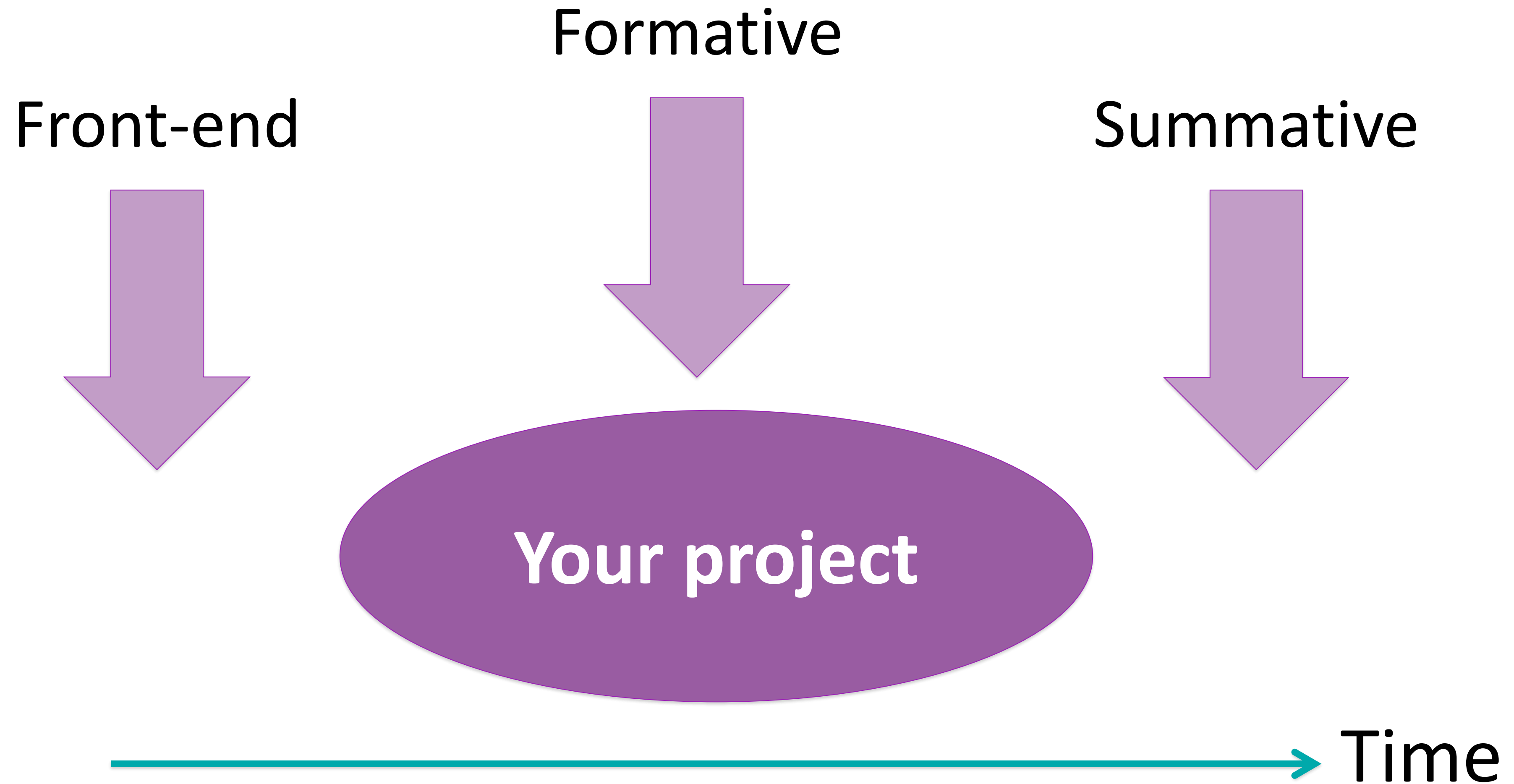
INPUTS	ACTIVITIES	OUTPUTS	OUTCOMES	IMPACTS
<ul style="list-style-type: none">• Researcher time, knowledge and expertise• Funding - £500	<ul style="list-style-type: none">• Stand at local garden centre• Meet the researcher sessions• Seed giveaway	<ul style="list-style-type: none">• 400 people engaged• Materials• 400 seed packets given away	<ul style="list-style-type: none">• Improved knowledge of participants and garden centre staff• Researcher understanding gardeners and garden centre motivations relating to non pollen producing plants	<ul style="list-style-type: none">• Participants change behaviour• Garden centre reduces stocking non pollen producing plants.• Researchers develop more effective interventions• Improved bee habitats
ASSUMPTIONS <ul style="list-style-type: none">• Gardeners will be willing to participate in the discussion/change behaviours• Participants will plant the seeds			FACTORS/ RISKS <ul style="list-style-type: none">• Garden centre opposes the messaging due to conflict with stocking	

EVALUATION

NPC's four pillar approach



Types of Evaluation



What do you want to know

Descriptive questions

What has happened or how things are

- What were the resources used by the programme directly and indirectly?
- What activities occurred?
- What changes were observed in conditions or in the participants?

Process questions

Whether an intervention can be considered a success, an improvement or the best option

- In what ways and for whom was the programme successful?
- Did the programme provide value for money, taking into the account all the costs incurred (not only the direct funding) and any negative outcomes?

Causal questions

What has contributed to changes that have been observed

- What produced the outcomes and impacts?
- What was the contribution of the programme to producing the changes that were observed?
- What other factors or programmes contributed to the observed changes?

Action questions

What should be done to respond to evaluation findings

- What changes should be made to address problems that have been identified?
- What should be retained or added to reinforce existing strengths?
- Should the programme be refunded?

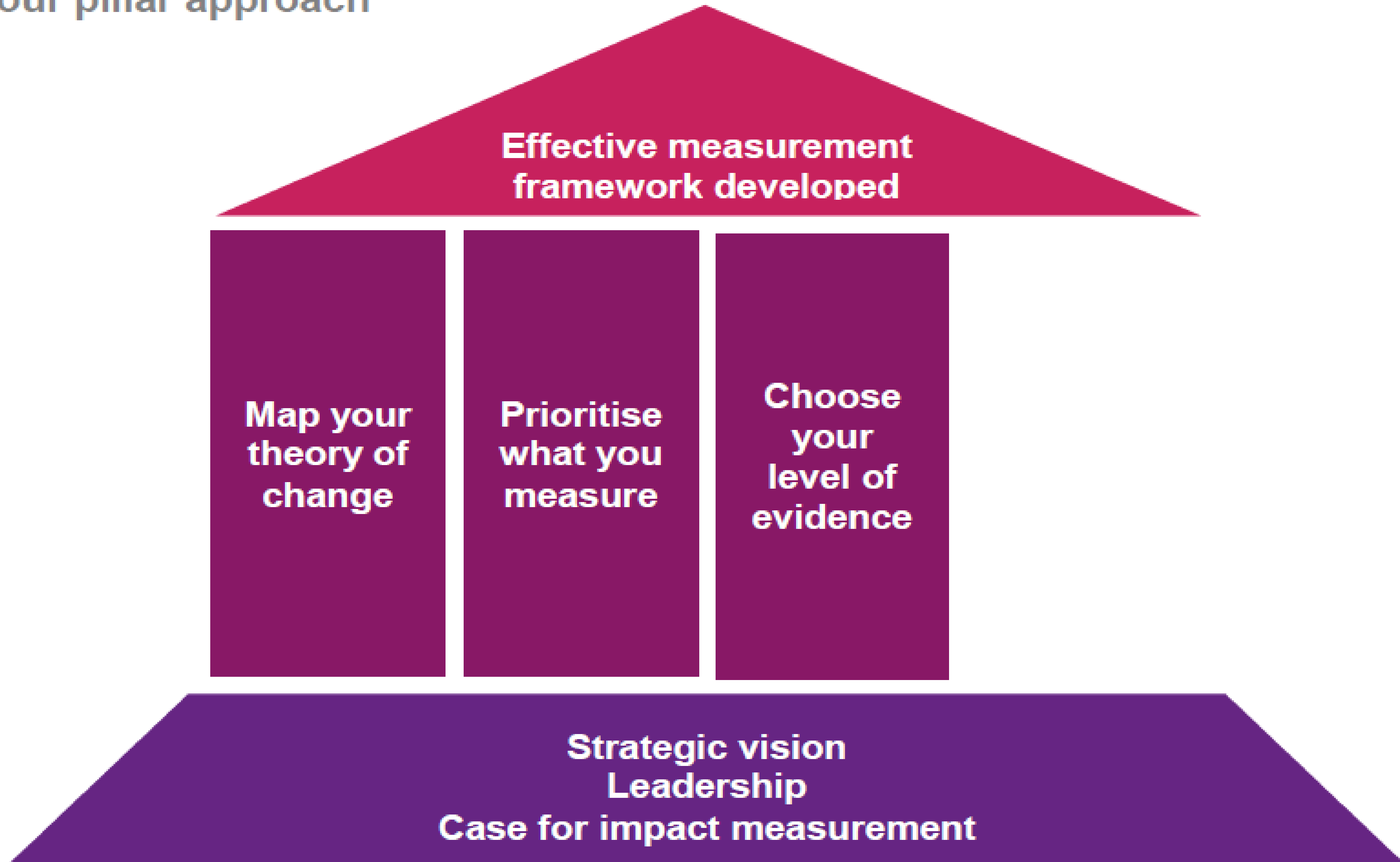
Source: Better Evaluation. (2016) Specify the Key Evaluation Questions (KEQs)
https://www.betterevaluation.org/en/start_here/which_method_or_process

Mapping questions to the logic model

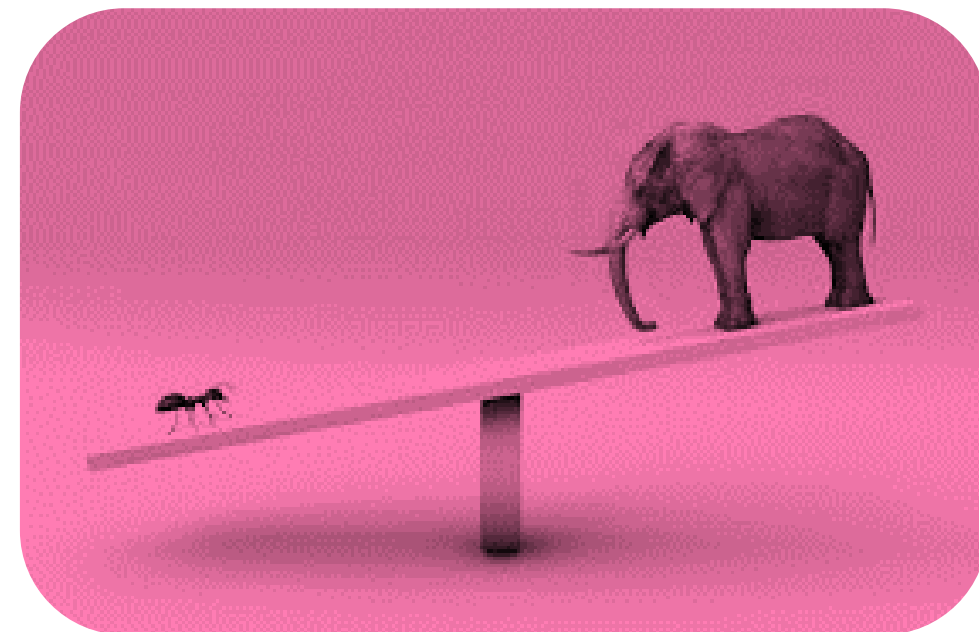


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Choose your level of evidence



Proportionality

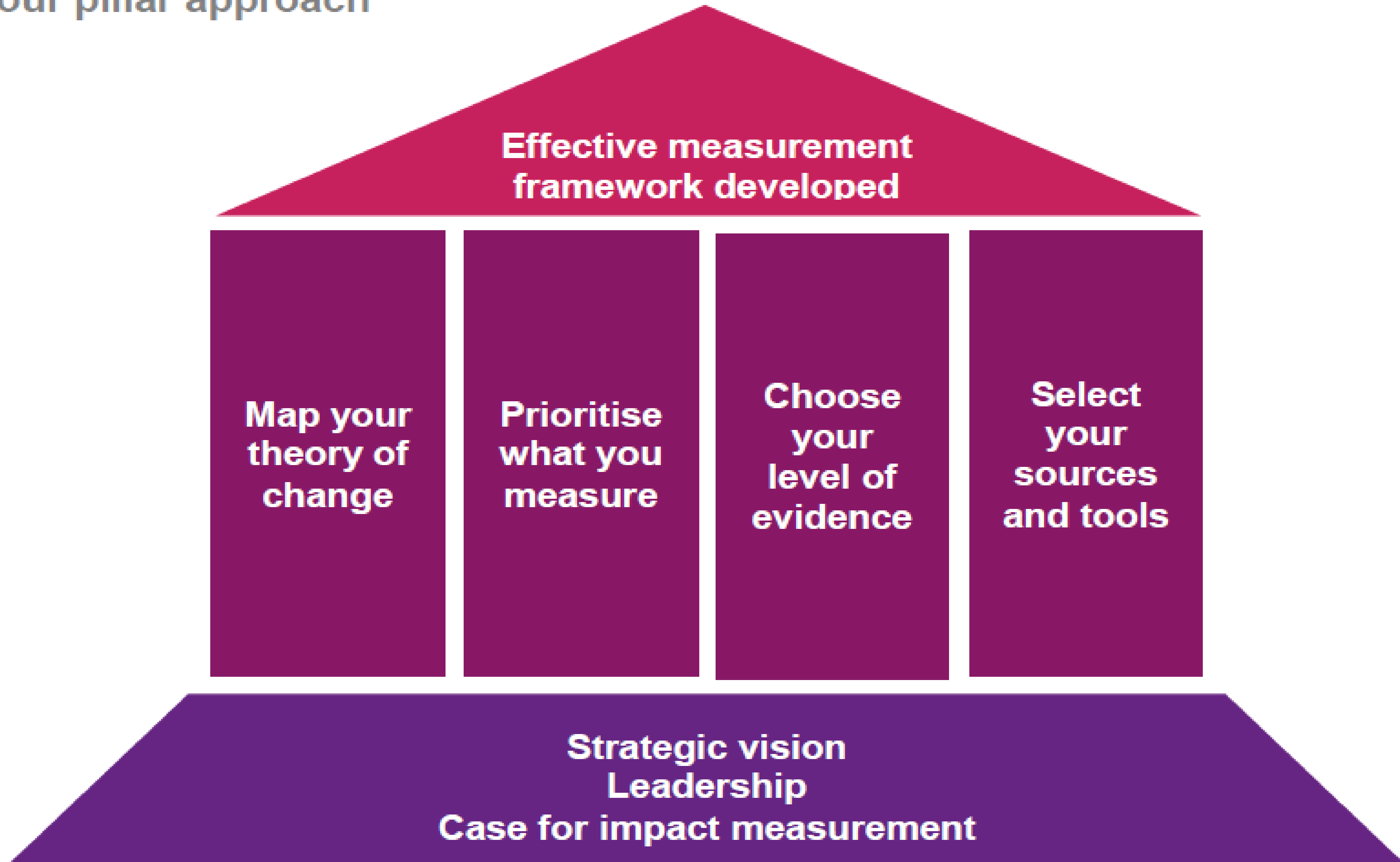
Use
Who are you
evaluating for?



Quantitative /
Qualitative /
Mixed methods



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Example sources and tools



Graffiti wall



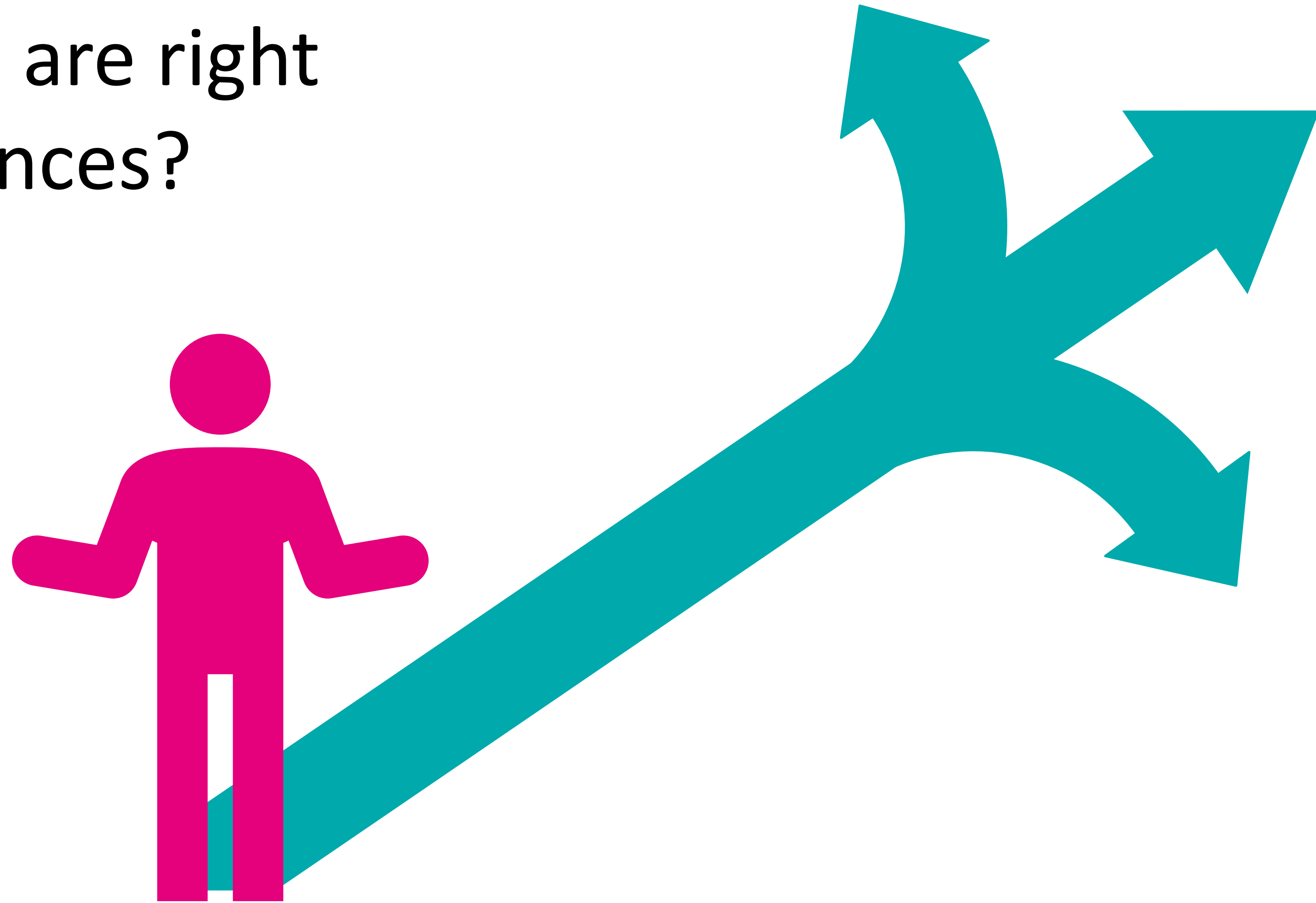
Survey



Photo diary

Data collection decisions

Which techniques are right
in what circumstances?



Data collection

- action plans or new year resolutions
- activity-based focus groups
- adverts
- dropping pebbles in boxes or stickers on charts
- emotive cartoons
- focus groups
- graffiti wall
- interviews
- live Twitter feedback
- observations
- opinion postcards
- peer interviews
- personal meaning mapping
- photograph diary
- physical ranking scales using people
- predict
- questionnaires
- quirky questionnaires
- the string
- thought boxes

Key questions

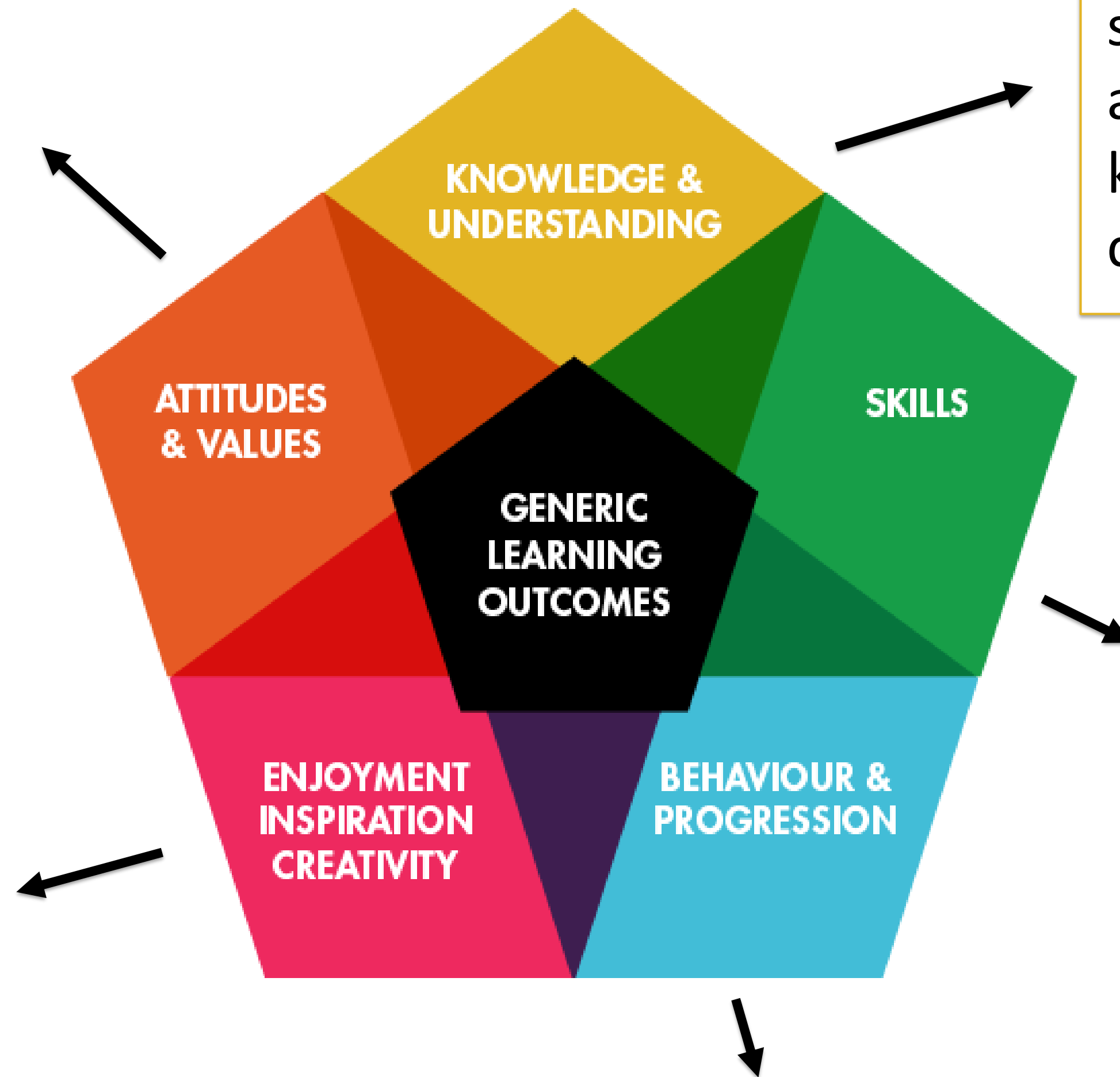
- Suitability for the participants in the evaluation
- Ability to analyse the resulting data
- Ethical considerations
- Sampling
- Coding



The GLO framework



Feelings, changes in attitude and perception, empathy, increased motivation to do something or try something new, pride



Information, facts, making sense of something, adding to prior knowledge, making connections

Enjoyment, surprise, fun, creativity, exploratory behaviour, experimentation

Finding out how to do something, communication, specialist, physical, academic, new skills, development or enhancement of existing skills

Actions of people (past, present and future intentions), changes in thoughts

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What goes in an evaluation plan?

- 1. Aim** (what do you want to achieve? Big picture!)
- 2. Objectives** (what you need to do to achieve your aim?)
- 3. Outputs, outcomes and impacts** (what will happen as a result?)
- 4. Evaluation questions** (what do you want to know?)
- 5. Methodology** (what strategy will you use?)
- 6. Data collection** (what techniques will you use to collect your evidence?)
- 6. Data analysis** (how will you analyse your data?)
- 7. Reporting** (who will be reading your report?)

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