

How do I know what I am evaluating?



Introduction

This masterclass looks at how we can make sure we are evaluating the right things when running an engagement activity.

Every activity will be linked to a desired change and the underlying theory of change will have a series of assumptions that lead from the activity to the change.

The session will help participants to understand how to identify their theory of change and how to ensure that the evaluation explores the effectiveness of this.

Learning Outcomes

Participants will

- **Develop understanding about what Theories of Change are**
- **Explore how theories of change relate to the evaluation of an intervention**
- **Investigate the Theory of Change that their intervention is based upon and how to design an appropriate evaluation strategy.**

Further Information

This one hour workshop was developed by Bruce Etherington, Community Engagement Manager at Cardiff University

Please contact Bruce if you would like to have this workshop at your event on etheringtonbm@Cardiff.ac.uk (please note charges may apply)

You can find out more about evaluation at www.publicengagement.ac.uk/how

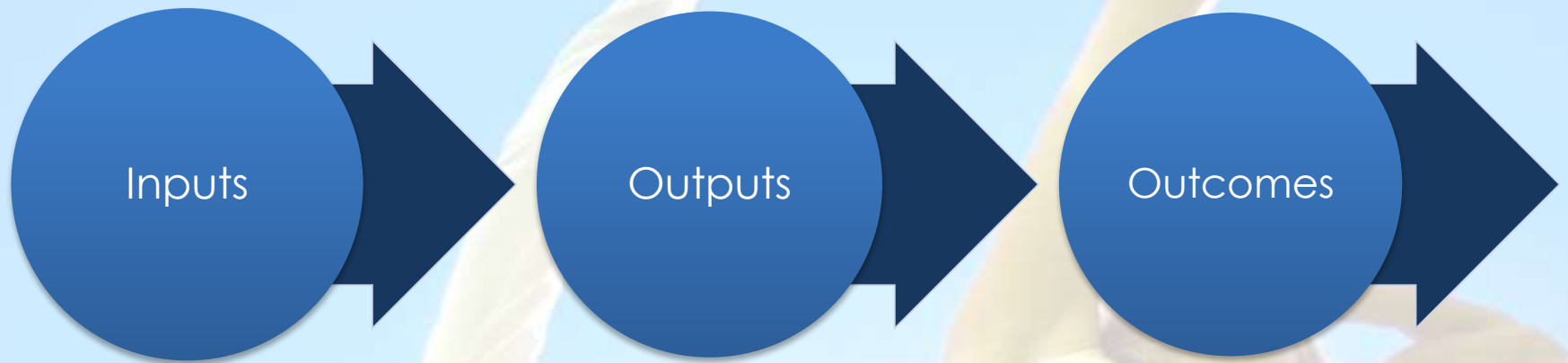
How do I know what I am evaluating?



Icebreaker

- **Pick an activity that you know well**
- **Pair up with someone you do not know and explain your activity to each other**
 - **Why you do the activity**
 - **What you hope to achieve by doing the activity**

Basic Logic Model



HM Treasury Definitions (p22)

Term	Definition	Example
Inputs	Public sector resources required to achieve the policy objective	Resources used to deliver the policy
Activities	What is delivered on behalf of the public sector to the recipient	Provision of seminars, training events, consultations etc.
Outputs	What the recipient does with the resources, advice/training received, or intervention relevant to them	The number of training courses completed
Intermediate Outcomes	The intermediate outcomes of the policy produced by the recipient	Jobs created, turnover, reduced costs or training opportunities provided
Impacts	Wider societal and economic outcomes	The change in personal incomes and ultimately wellbeing

Your activity

- Pick an project you are familiar and start to work out the steps of a logic model for it
- Consider:
 - Inputs: Resources Used
 - Activities: What the project did/does
 - Outputs: What the participants did/do
 - Intermediate Outcomes: What changed?
 - Impact: Wider societal effects

Logic Models & Evaluation

- **Understanding the theory of the change you are aiming for improves evaluation**
 - You can see what you need to evaluate
 - You can see what you do not need to evaluate
 - You can see the assumptions you may be making

Job Training scheme example

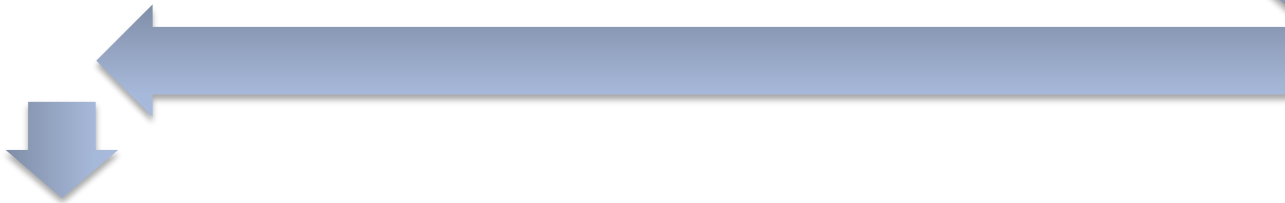
Pool of long term unemployed who lack skills



Obtain Placements and undertake training



Improve Qualifications and workplace skills of attendees



Obtain Interviews and Job Offers



Increase in jobs and incomes



Lower overall unemployment

HM Treasury, Magenta Book, p23

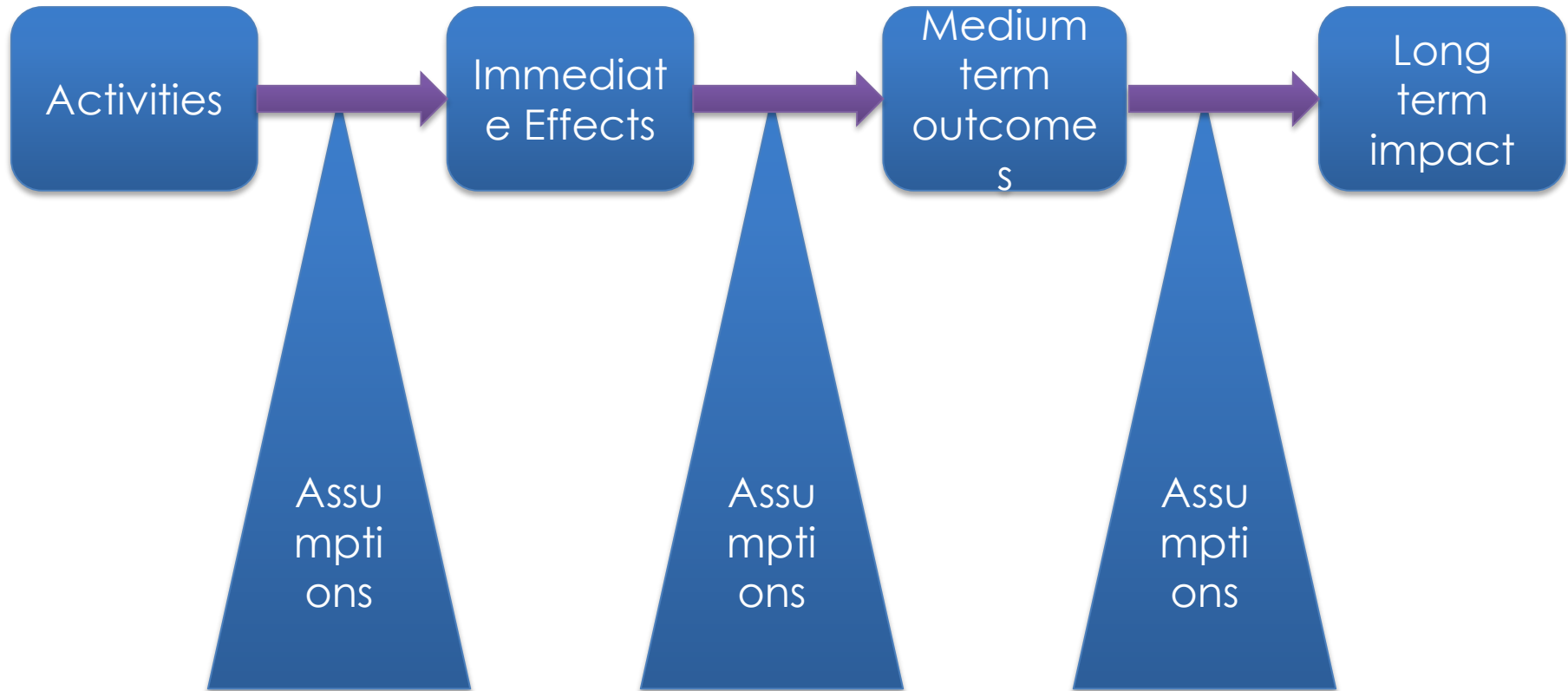
Job Training scheme example

- **What evaluation questions might you want to ask about this project?**
 - Are we promoting it sufficiently to the target audience?
 - Are the training courses at the right level?
 - Are they improving the skills and qualifications of attendees?
 - Are they getting more interviews? If not, why not?
 - Etc.

Your example

- **Go back to your draft logic model and identify the key evaluation questions.**

Other Templates



Nick Temple/School for Social Entrepreneurs

Other Templates

- “So That” chains
- UNDP template:
 - Identify the desired change
 - Identify the agents of change
 - Identify the assumptions
 - Pathways to Change
 - Indicators of Change
- Theory U (www.presencing.com)

Beacon for Wales model

- See handout of Beacon for Wales logic model

References

- HM Treasury, *The Magenta Book: Guidance for evaluation* (2011)
- Annie E Casey Foundation, *Theory of Change: A Practical Tool for Action, Results and Learning* (2004)
<http://www.aecf.org/upload/publicationfiles/cc2977k440.pdf>