

Session 11

Total time 3 Hours

Did we make a difference?

Objectives:

By the end of this session participants should have:-

Examined the use of outcome focussed practice in evaluating community action

Explored the purpose of evaluation and increased their understanding of the benefits of evaluating the impact of community activities and their role

Discussed the importance of considering evaluation as part of a planning process

Participated in a number of methods of simple evaluation techniques

Increased their knowledge and skills of useful evaluation tools

Outline:

Activity 1	Welcome, recap, In Hindsight Activity	20 Minutes
Activity 2	All about Evaluation	15 minutes
Activity 3	Why do we need to monitor and evaluate	15 minutes
Activity 4	Indicators and Outcomes Task	20 minutes
Activity 5	Planning an evaluation	30 minutes
Activity 6	Evaluation Activities	60 minutes
Activity 7	Learning Log + recall day	20 minutes



Tutors Notes: Session 11

Activity 1 Welcome, recap + In Hindsight activity

Welcome the group and cover any announcements, queries or key points from the previous session.

Use the activity to set the context of the session.

Activity 2 All About Evaluation

A chance to look at the whats and whys of evaluation and its purpose as well as introducing some simple theoretical models and incorporating self- evaluation into our practice as community activists

Activity 3 Why do we need to monitor and evaluate?

Clarifying the difference between monitoring and evaluation and examining the need for both

Activity 4 Indicators and Outcomes

How to set indicators to measure the outcomes that have been set

Activity 5 Planning an Evaluation

Exploring a number of tools which will help to prepare for an evaluation and carry it out

Activity 6 Evaluation activities

Using a variety of simple participative evaluation activities/methods to increase practical skills and knowledge

Activity 7 Learning Log + Closing activity

Remind Participants to complete the learning log for the session and carry out a short activity to evaluate the session



Activity 1 – Welcome, recap and In Hindsight activity

Method – Tutor input, individual reflection and worksheet



20 minutes

Welcome the participants and recap on any key points from the last session if appropriate.

Explain that this session will be covering the topic of evaluation in the main but will draw on their learning and experiences from the previous sessions particularly the session on Outcome focussed practice.

- Introduce the next activity by asking if anyone has ever used the expression “Hindsight is a wonderful thing” when thinking back to situations in their life that they may have handle differently. The response will probably be a resounding yes and a few wry smiles!
- We all look back on events in our lives and reflect on what happened, what we might change if we got the chance, often the outcome is not within our control, however, if it is we try learn by that reflection, that evaluation of the scenario and amend what we do if we get involved in the same scenario again. Like I must mark the kitchen containers so I won’t put sugar in the potatoes again!!!!
- Distribute the worksheet In Hindsight and allow time for completion.
- When everyone is finished or time is up ask the participants if they felt as if they were doing and evaluation? In fact this is what they have done, they have used a simple evaluation technique to look at a situation then made suggestions to improve or change what happened
- If only we could do that beforehand wouldn’t it make life smoother!!
- In the rest of the session we will look at if how we can get better at doing this and using the information from our evaluations to improve our role as a community activist and improve the opportunities we offer in our communities



Activity 2 – All about evaluation

Method – Tutor input/PowerPoint and full group discussion



20 minutes

- Use the prepared PowerPoint presentation to begin the exploration of the purpose and value of evaluating what is happening in our communities and to introduce the idea of self- evaluation in relation to our own practice and involvement as community activist.
- This presentation will also reinforce the learning from previous sessions, particularly the session around outcomes, outputs etc. (Unit 1 session 4 –Outcome focussed practice) and will help participants to recognise the full relationship between outcomes, indicators and evaluation. (or act as an introduction)
- Allow time during the presentation to answer any questions that may arise or for short discussion around any key points

Personal Notes

What you will need:

Laptop/Projector

Copies of the presentation as handouts



Activity 3 – Why do we need to monitor and evaluate?

Method – Small & Full group discussion



15 minutes

- Split participants into pairs or small groups and ask them to spend a few minutes discussion the difference between monitoring and evaluation.
- When time is up ask for feedback from the groups recording the key differences on flipchart under the separate headings.
- In the same groups or pairs ask them to know consider the reasons why they think we need to monitor and why we need to evaluate
- Again ask for feedback and record the key points – use these to ensure that participants understand the specific purpose of carrying out monitoring and evaluation in their communities
- Distribute handout – Monitoring and Evaluation and read through the key points
- Distribute handout Key Principles of evaluation - a guide to good practice for evaluation

What you will need:

Flipchart/markers

Handout Monitoring and Evaluation

Handout Key principled of evaluation



Activity 4 – Indicators and Outcomes

Method – Individual worksheet, paired and full group discussion



- 20 minutes

Having already spoken about expected outcomes and measuring how we know if we are meeting them through monitoring and evaluation, this activity gives participants an insight into how to do this by using measurable indicators.

Distribute worksheet Indicators and outcomes and read through the first part of the text explaining what indicators are and the relationship between indicators, outcomes and evaluations, particularly how they assist when planning an evaluation.

Direct participants to the second part of the worksheet Tips for getting it right and talk through this before directing them to individually complete the worksheet

When this has been completed or time dictates ask them to pair up and share their indicators from the worksheet

As a full group take some examples and discuss whether or not they would be fit for purpose and why or why not or give a few examples of good indicators related to the scenario and discuss

What you will need:

Copies of Indicators and outcomes worksheet for each participant



Activity 5 – Planning Your Evaluation

Method – Tutor input, small group activity, full group feedback



30 minutes

Having already discussed the purpose and value of evaluation and looked at using indicators and outcomes to help in this process as well as “starting with the end in mind” The following activity looks at a few tools that can help plan an effective evaluation.

Remind participants that the scale/size/amount of the planned evaluation should link in closely with the scale of the activity or project. For a one off short activity a short evaluation may be sufficient whereas a larger project, or series of activities may need a more planned in-depth evaluation.

- Distribute the handout planning your evaluation and talk through the steps 1 – 8 on page one.
- Involve the participants by asking them to supply examples from their experience for some of the points e.g. 1 – So what could be the goals or component parts of your project? 2 – Why are you evaluating it? 5- Give an example of an evaluation question etc.
- Be prepared to clarify any jargon or give specific examples for each step if none are forthcoming
- Using the second table of the handout(Reviewing the situation) split participants into small groups and ask them to identify a common community scenario they can discuss and use to complete the table
- Work round the groups to offer support and monitor progress
- Allow time for a short full group discussion around the process and the usefulness of using the evaluation planning tools
- As an example of a tool which will support a major evaluation activity distribute handout The Impact Mapping Process for a home reading task

What you will need:

Handout/worksheet planning your evaluation

Handout The impact mapping process as additional reading (home task)



Activity 6 – Evaluation Activities

Method – Series of short participative activities and demonstrations



- 60 Minutes

- Throughout the programme the participants will have taken part in a number of short, participative and hopefully fun evaluation activities carried out at the end of each session.
- These are methods that they can use back in their communities and tutors should ensure that they have handouts available for any of the activities they have used (also for the ice- breaker and energisers) as participants can use these to build their own toolkit.
- This activity should be designed and run by the tutor in a fashion that allows the participants to take part in, or at least have sight of, as many participative evaluation tools as you can fit into the time. The main purpose is to increase their skills, knowledge and confidence in using similar evaluation methods in their own communities and to lighten the mood after such heavy going!!
- Choose your favourites, use some from the toolkit, get other CLD staff to come along and run the session as a carousel, splitting it into 3 x 20 minute slots for example and ensuring that all participants visit each workshop in smaller groups
- Getting other staff involved also increase the resources the participants can take away as you can ask the staff to write up and bring copies of their favourite evaluation activities

What you will need:

Copies of all the evaluation activities you will run in this session for each participant



Activity 7 – Learning Log and Closing Activity

Method – Individual reflection and worksheet



15 minutes

As a closing activity in keeping with the theme of the session you could use the Hand Evaluation activity included in the handout folder for the session or choose another you prefer

Hand Evaluation

- Prior to the activity draw an enlarged version of the Evaluation Hand on flipchart
- Distribute a blank sheet of A4 paper to each participant and instruct them to lay their hand palm down flat on the page and draw round it
- Distribute the handout Evaluation hand with the wording and referring to this and your enlarged flipchart drawing talk through and demonstrate which wording applies to which finger (be careful with that middle finger!!)
- Now ask the participants to fill in a relevant comment in each of the fingers on their drawn hand
- You can get them to cut round the image and pin them on the wall giving a visual evaluation of the session – take pictures before you take them down and return them
- Remind participants to complete their learning log for the session

What you will need:

Blank A4 paper

Handout -Evaluation hand

Learning Log

