



Trust for London  
Tackling poverty and inequality



## The Evelyn Oldfield Unit's

# Community Impact Toolkit 2011-2012

Welcome to the new, easy and accessible tool to support refugee and migrant community organisations to capture their outcomes and impact.



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# 1. Acknowledgements

**This toolkit has been created with feedback from 8 training sessions, over 20 consultancies and with several pilot group consultancies where we directly tried and tested the tools on refugee and migrant groups.**

**We have also had support from two Evelyn Oldfield Unit interns- Alessandra Scipini and Klajdi Gjondedaj. Thanks all!**



## **2. Introduction**

## 2.1 An Overview

We as a sector are under pressure to provide evidence of the effect we are having. At the Unit, we are very aware that our groups are doing excellent work but there is a need for groups to better articulate and evidence this. Good monitoring and evaluating is key.

You need a regular system where all your staff and key volunteers are involved. The information collected needs to be precise (in terms of monitoring) and preferably from a mixture of methods (in terms of evaluation). Yes, a good questionnaire is important but you need additional tools and systems to capture the in-depth details. Plus you need to do this over the longer-term, allow space for negative feedback, and collect good data at the start of any intervention. There's a lot to be done. We hope this toolkit helps you to achieve this.

There are two parts in this toolkit. The first is called a 'diagnostic toolkit'. This means that we have designed an excel based tool to assess how effective you are at measuring your work. This second is concerned with giving you tools to better capture the effect of your work.

If you would like support to assess where you are and to implement tools from this toolkit, please do get in touch. You can contact the in-house specialist on monitoring and evaluating to discuss more about.

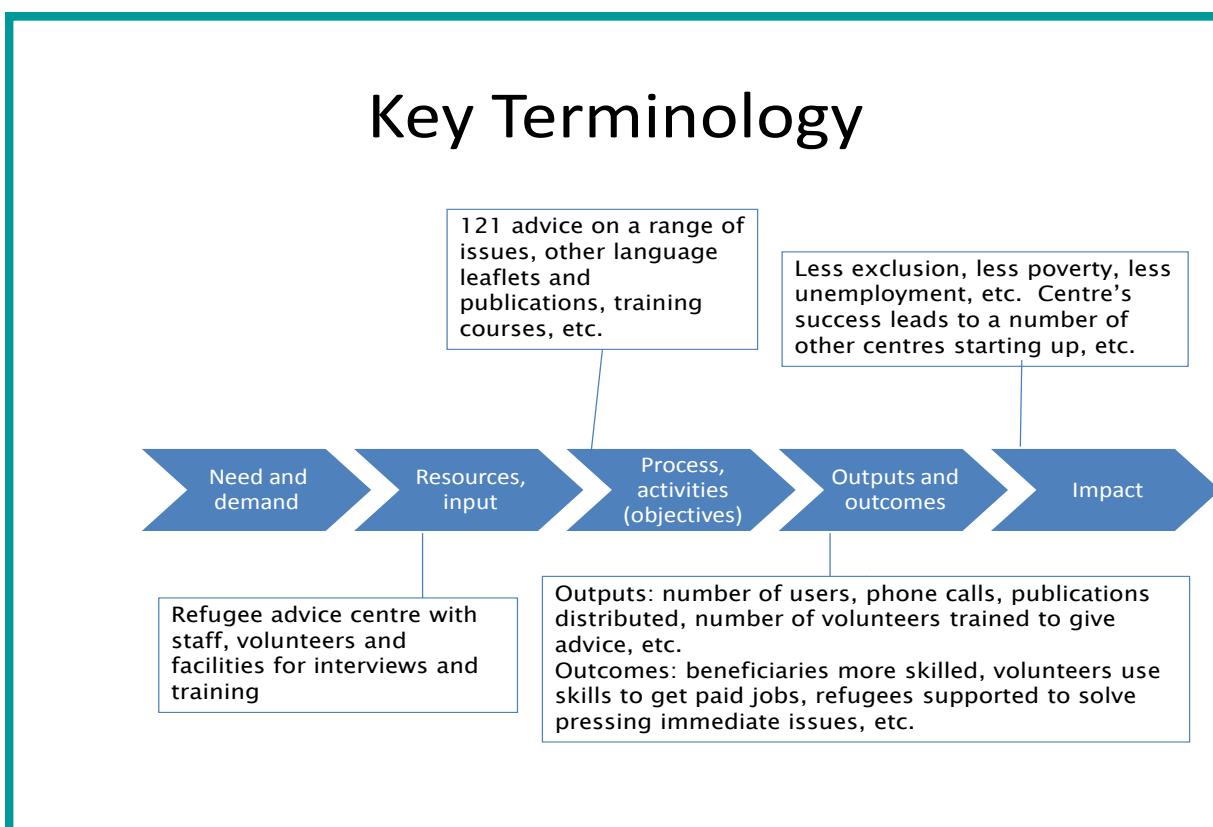
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## 2.2 Key Definitions

It is quite difficult to differentiate between outcomes and impact. Some funders see the terms as the same thing. There is no single definition nor single tool that you can use to capture this elusive concept. The NCVO definition (<http://www.ncvo-vol.org.uk/policy-research-analysis/research/measuring-impact>) seems to be one of the most accessible and practical;

*Impact is any change resulting from an activity, project, or organisation. It includes intended as well as unintended effects, negative as well as positive, and long-term as well as short-term.*

In this definition, outcomes and outputs are components of the much wider, all-encompassing definition of impact. Impact can be registered at the level of individuals, communities or wider society. However, this definition does not allow clarity between effect on the individual and effect beyond that and therefore, for the purposes of this toolkit, we would like to suggest that **impact** can be defined as the broader effects of an organisation's work. An easy way to visualise this is as follows:



## **Point to Consider - Negative Feedback—Or Constructive Feedback :)**

You should also allow space for any negative feedback. Most groups shy away from this but you also need to know what is not going well in your work and if there are any negative outcomes or impacts. You can gather this information and think about it as **constructive feedback**. Remember and ask questions like - what could have been better? Is there anything you would like to change about our approach? Has our work effected you in any negative ways?

## **2.3 Sample End of Year Funders' Requirements**

It is typical for funders to ask you the following questions. This toolkit should help you to be in a stronger position to answer this.

- 1. Describe the work you have undertaken with our funding**
- 2. Who and how many have benefited?**
- 3. What difference has the grant made and how do you know?**
- 4. What were your most significant achievements?**



These are typical questions as asked by funders... This toolkit should help you to be in a stronger position to answer these questions...

## **2.4 Effect on the Individual, Organisation and Wider Impact**

# Examples of Outcomes and Impact

<b>Outcomes in individuals (hard and soft)</b>	<b>Outcomes for organisations</b>	<b>Impact</b>
Increased knowledge and skills	Organisational strength New courses, new services	Economic e.g. less unemployment
Improved attitude & self-perception Improved behaviour Personal development	Increased status and reputation	Social (e.g. Decreased crime rates)
Improved circumstances – financial, housing, increased benefits Increased happiness		Less poverty
Relationships – improved family and community relationships New networks, enhanced trust and participation	Increased connection to other agencies Sharing good practice	Cohesion
Improved understanding of cultural heritage Increased understanding and connection to UK culture		Cohesion More cultural understanding

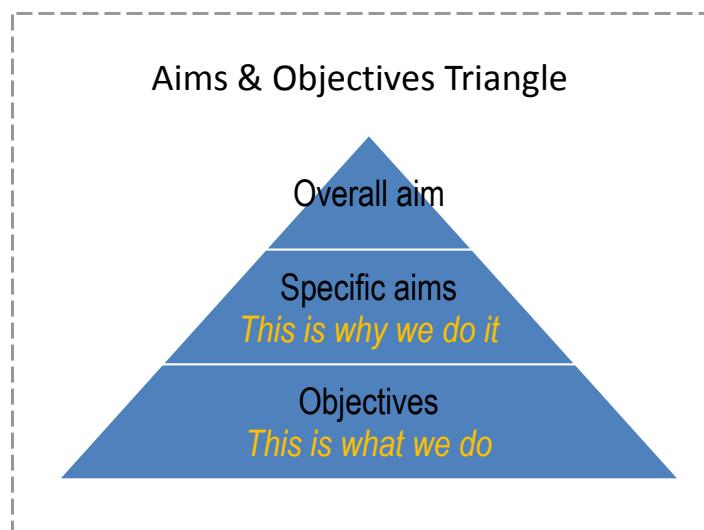
<b>Outcomes in individuals (hard and soft)</b>	<b>Outcomes for organisations</b>	<b>Impact</b>
Health	Organisational strength	Environmental
Behaviour	Service providers	Economic
Attitude & self-perception	Policy	Social (e.g. on crime rates, on cohesion)
Political participation	Sharing good practice	Cultural
Knowledge and skills		The VCS
Circumstances		Policy
Relationships		Government
		Health

## **Areas where you may have an effect:**

Community   Economy Environment   Political   Social  
Technology                      Personal development

## 2.5 Getting Started

In our experience, most of the groups we work with are very good at collecting basic monitoring and evaluating details and asking if their beneficiaries have enjoyed their services but this doesn't really capture the effect groups have had on someone's life. You have to consider this over the **longer-term**. If you think about it, with a client who has been coming to you regularly for over a year - you will have had a real effect on their life and impact on their family life. If you think about the fact you have been helping hundreds of people of the same ethnicity over the year (and even over years) think about **the profound impact** you are having on the community. You need the right questions and tools to help you to gather this. Here are some tips and our favourite methods, tried and tested.



1. Review the original aims and objectives of the project. If you have funding, you will have told the funder that you will do certain activities. Review this and work backwards.

Bear in mind that your overall aim is what you hope to achieve and who with. For the Unit this is support to refugee and migrant groups across London. Specific aims - to support groups to better evidence the effect of their (good) work

Objectives - by producing a very useful toolkit

Once you have clarified these, you need to start thinking about the tools you will need to do this. Before you go any further...

2. Collect baseline information

This means you need to assess where someone is at when you first start supporting them. Return to this after a specific time period - say 6 months and then again after a year and then when they leave. You can ask them how far they have progressed since them. The following two items are examples of how you might capture that.

# TOOLS

### 3.1. Young Advocacy Project Distance Travelled Form

	First meeting	After six months
I make decision on my own and I know what I want		
I do things on my own- for example I will register with a GP on my own		
I like the house where I live now		
My financial situation enables me to achieve my potential		
I have dreams and plans for the future		
I say what I think and what bothers me		
I like living here		
I am proud of my culture and origin		
I have many friends from outside ..... community		
I feel welcomed and accepted in the U.K.		
People (doctors, Job Centre workers etc.) from outside know about ..... community (please write in the breakers) your country		

**NB you have to take notes to accompany this to capture the details.**

**An alternative version of this is over the page (where the questions are broader)**

## 3.2 Young Advocacy Project— Example 2

### Initial Assessment

	Name	Organisation/Relationship	
Welfare			
Housing			
Health			
Other Problems			
Concerns			
Carer (if applicable)	Name	Relationship	Contact Number

Comments:

Name: _____
First assessment date: _____
Second assessment date: _____

You can then use this tool again after 6 months or so to see how far the beneficiary has progressed since this initial interview, making note of any changes as a result of your services.

# Young Advocacy Project

## Action Plan

(Agreed by the Young Advocate and the Service User)

CLIENT'S NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

Actions to be taken	Who is going to take this action

### Young Advocate

Name: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

### Service User

Name: \_\_\_\_\_

Signature: \_\_\_\_\_

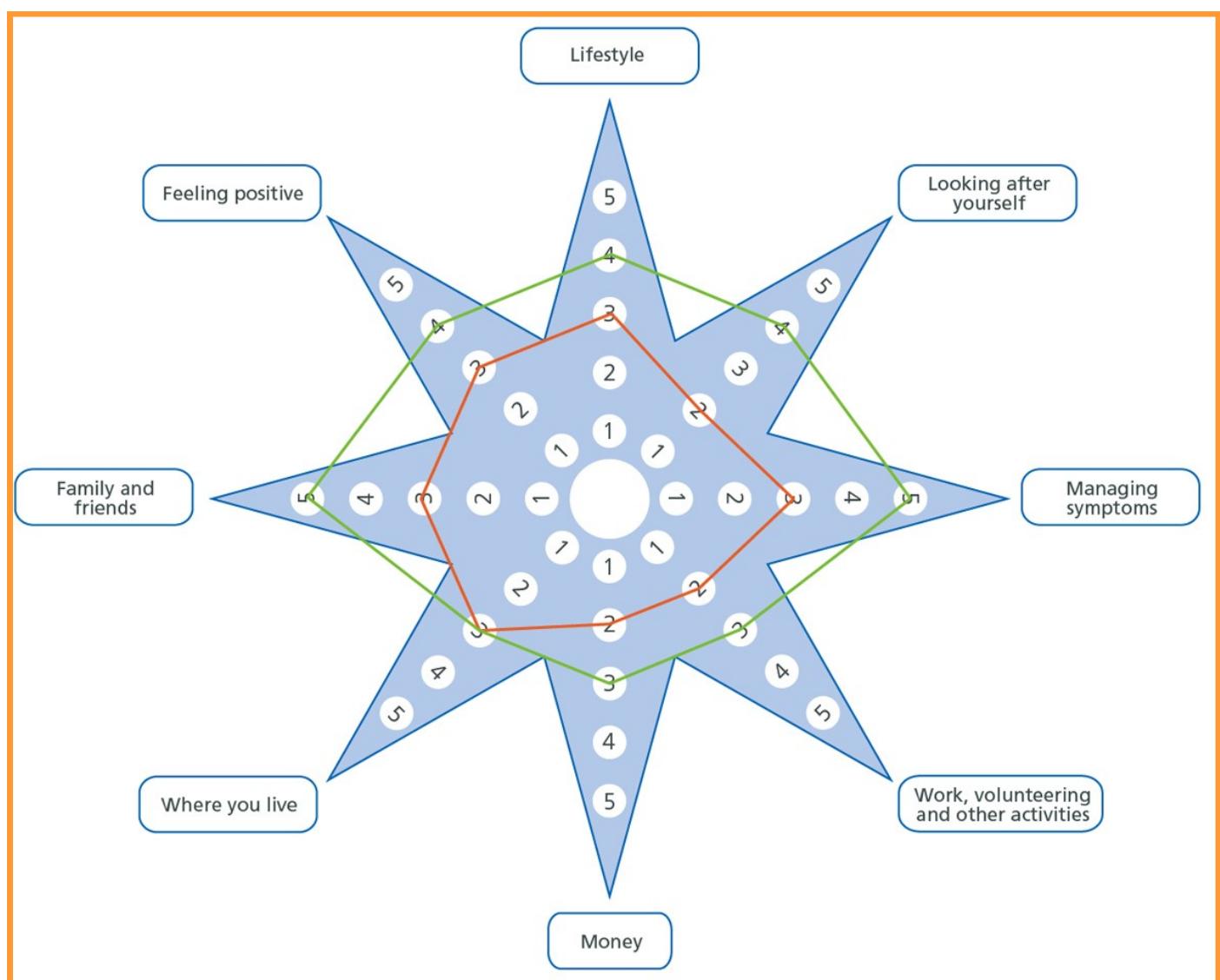
Date: \_\_\_\_\_

### 3.3 Outcome Star

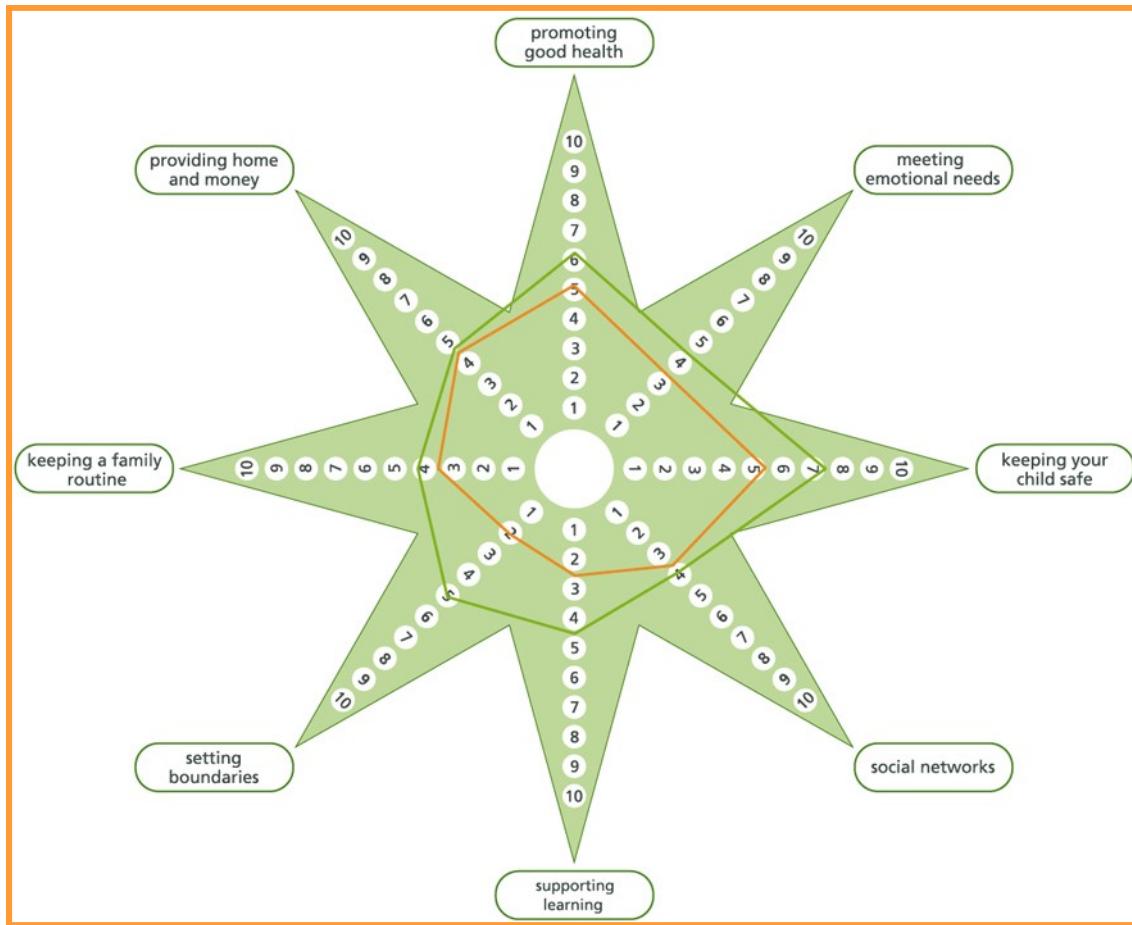
This is a tool as designed by Triangle Consultancy. There are a range of stars that can be downloaded for free. Each star comes with a pack. In this, you will find support in how to use the star, what each point means, an action plan and a follow up plan. Once you have set up an account, you can access many of the stars for free. You can also Please follow the link to see further examples - <http://www.outcomesstar.org.uk/>

It is a very simple and effective tool for tracking where your beneficiary is (at the start of your project) and how they progress over the months.

This star is a well-being star.



Here is a second example of the star for family life.



Thanks to Sara Burns from Triangle Consultancy for permission in reproducing these images

## 3.4 Key Questionnaire

There are long questionnaires and short; there are open-ended questions and closed; you can send via email (perhaps using Survey Monkey—[www.surveymonkey.com](http://www.surveymonkey.com)), by post or in person; you can choose a few of your participants or as many as you can; but in all of these cases, remember that reading through the responses and analysing the results takes time for you and for the person filling it in.

Please also watch this space as the Unit runs many trainings throughout the year on this topic.

You need to always bear in mind what your funders require from you ...What did you say you would achieve? Start with this and work backwards.

E.g.

In year 1, 100 young people will report feeling more positive about their future.

Your questions must directly reflect this:

### Introduction

**The key questions needed in any evaluation form are:**

- How have we supported you?
- To what effect?
- How satisfied have you been with our support?
- Is there anything we could improve in our project delivery?
- Is there anything else we can do to support your needs?

**How you ask these questions can vary but these are required questions.**

We will concentrate on the question: *how have we effected you as it is the most important*. Refer back to what you said you would achieve in your project and ensure the question allows this to be explored.

#### **Example 1:**

What effect has the support of X refugee organisation had on your life?

- |   |   |
|---|---|
| * I feel less isolated                        | * I have improved my skills/gained new skills   |
| * My wellbeing has improved                   | * My understanding of UK school system improved |
| * I have made new friends                     | * My understanding of UK health system improved |
| * I feel supported                            | * My family's wellbeing has improved            |
| * My understanding of housing issues improved |   |
| * Other (please specify) _____                |   |

**Example 2: How has our organisation effected you? Please tick only one answer per row.**

	Increased greatly	Increased	The same as before	Decreased	Decreased greatly	No answer
My confidence						
My skills' set						
My ability to find a job						
My income						
My family life						

There are many other questions you could ask on your effect. It depends on your project. Examples include:

**Cultural:** Do you feel you understand UK culture now more?  
Do you feel more connected to your culture of origin as a result?

**Integration:** Do you feel more settled into the UK as a result?

**Family life:** Do you feel more positive about your home life now?  
Has your relationship with your family improved?

**Community:** Do you feel more part of your community as a result of our input?  
Have you been participating in more local services?

**Environment:** Do you feel that you are taking more green actions as a result of our input?

**Socialising:** Have you made new friends as a result of our project?  
Do you feel more confident in accessing new social events?  
Do you feel less lonely now?

**Communication:** Have you built your communication skills?  
Can you listen to people better now?

**Mental health:** Do you have a more positive outlook now?  
Do you feel that your life has gotten better?

**Political participation:** Are you more likely to vote now?  
Do you now understand how the UK political system works?

**NB always allow space for unanticipated outcomes or impact. If you only list certain questions, you will only get answers to them. This is easy to overcome. You need to ask: Is there are any other ways that we have had an effect on your life or impact on your community?**

# 3.5 Sample Post-Event Questionnaire

## EVALUATION FORM

**PLEASE COMPLETE AND RETURN THIS FORM TODAY**

The Evelyn Oldfield Unit aims to provide high quality training for refugee and migrant community organisations. In order to do this, we need your help in identifying topics and methods of delivery. This evaluation form is one of the ways by which you have your say in the kind of training the Unit will provide for you in the future.

NAME OF SESSION:

Date:

**Note: 1 = lowest / weakest score                    5 = highest / strongest score**

**1. Overall assessment: To what extent did the training session meet its objectives? (Please circle)**

1                    2                    3                    4                    5

**2. To what extent did the training session meet your expectations?**

1                    2                    3                    4                    5

**3. What were the highlights of this training session for you?**

a)

b)

**4. Can you identify any ways in which you think the training session could be improved?**

a)

b)

**5. To what extent can you apply what you learned at this training session to the work you do in your organisation? (1 = very little; 5 = a lot)**

1                    2                    3                    4                    5

How do you think you could apply what you learned today in your work?

**6. Please comment on today's trainer (1 = very weak; 5 = excellent)**

Clarity of presentation	1	2	3	4	5
Training / facilitation skills	1	2	3	4	5
Interaction with participants	1	2	3	4	5
Handouts	1	2	3	4	5

**7. Is there anything else you would like to tell us about today's training, about future training, or about the training provided by the Evelyn Oldfield Unit in general?**

## Expanding your Evaluation

If you want to think about the impact of your work, you have to move beyond only including the points of view of your direct service user.

You might want to speak to their families or to professionals who might be involved in their lives. An example would be with running a supplementary school. You could ask their parents for feedback but also school teachers. They will potentially see many changes that would add weight to your evaluation ..

Also, what about your volunteers? They will be learning many new skills and gaining confidence as a result of their time with you?

What about agencies that know your work? They will have a point of view on how strong you are and what else you could do to better meet need the need of your beneficiaries ...the following two tools are tried and tested methods to collect this information ...

All of this combined will help you to move towards assessing your impact ..

## **3.6 Volunteer Impact Interview/ Survey**

**Question 1: What are the best aspects of volunteering with X Refugee Community Organisation?**

**Question 2: Have your expectations been met?**

**Question 3: Can you give us some examples of what you have learnt from volunteering with X RCO?**

**Question 4: Can you give some examples of how volunteering with RCO has contributed to your personal development?**

**Question 5: Do you feel that you have learnt new skills useful for employment or future education as a result of your volunteering experience here? Please explain your answer.**

**Question 6: What have been the most interesting or rewarding experiences you had whilst volunteering here?**

Please see overleaf for more questions.

**Question 7: Were you satisfied with your supervision arrangements?**

**Question 8: What suggestions, changes or recommendations would you make to improve our volunteer programme?**

**Question 9: Is there anything else you would like to say about the volunteering you've been doing, or the effects it has had on you?**

NB this is an open-ended series of questions. If you have a large number of volunteers, you may wish to give more tick box or closed box answers as open-ended questions require more time for analysis.

## 3.7 Focus Groups

Focus groups are a great way to collect the opinions of multiple people at once.

The focus group (FG) is a form of group interview in which there are several participants, in addition to a facilitator/ moderator. There is an emphasis on a particular topic and the accent is on the interaction of the group and the joint construction of meaning. Participants are usually pre-screened and selected according to certain shared traits.

The facilitator's role is important, as he or she moves the discussion on when appropriate and makes sure that the group stays on track.

Reference: Bryman (2008) **Social Research Methods, Oxford**, Oxford University Press

For more reading on focus groups, please follow this link: <http://www.ces-vol.org.uk/index.cfm?format=748>



### TIPS

I like to use **prompts**, so writing the key question areas on coloured card, having 7 or 8 areas and the allowing the conversation to flow freely from there. E.g.

- Employability
- Aspiration
- Self confidence
- Job search skills
- Job-specific skills
- Social skills
- Family life
- Other effects

### Examples of focus groups:

- The Olympics and local youth- part 1: <http://www.youtube.com/watch?v=17LsW0G3na0&feature=related>
- Part 2: <http://www.youtube.com/watch?v=DGJk6D3Tghw&feature=related>

## 3.8 Case Studies

Trust for London has some interesting examples of case studies of individuals and organisations on its website. See <http://www.trustforlondon.org.uk/case-studies/01-how-we-make-a-difference/> for further details.

A case study approach is an excellent way to highlight interesting examples of how you have supported individuals/ groups . This allows for a longer-term representation and more in-depth details.

The case study must explain the **Who, What, When, Where, Why, and How**. In addition it must demonstrate the **outcome** and **impact** on service user and/or service development - the 'so what'.

Below is an adapted sample from the Unit demonstrating a good practice case study. NB details have been removed to ensure confidentiality.

Example: We supported Somali group x in area y to develop a new project for youth in 2010. The area is the fourth poorest ward in the whole of London and young people have very low educational attainment and are exhibiting many anti-social behaviours, with high crime rates. We supported the group to run consultation with young people, working with the staff and volunteers to develop a project proposal and then agreeing on which funder would be most appropriate. Together we submitted 4 applications. Of these, 2 were successful and the group have been able to start up a two-year youth club. Already there have been over 100 youth accessing this project.

The project workers have already reported that the young people seem more positive and initial evaluation with the parents indicates improved behaviour. In addition, the young people have reported that they have made new friends and have been enjoying the sports and cultural activities. We will support the group to track the progress of the youth throughout the programme.

*"I just feel so much better. There is no space for me at home and my family are always shouting. I love coming here"*



# Extras

## 4.1 Involving Your Users in the Evaluation

It is very good practice to involve your users in carrying out the evaluation and trying to understand what the results actually mean for you and your organisation. We have done this many times in the past and found it has allowed our evaluation to be more tailored towards our users' needs. Here are some ideas on how you could involve your users ... we have starred these according to how useful they are.

- **In the design \*\*\***
- **By piloting any research tool on them\***
- **In understanding the results\*\***
- **In running the evaluation\*\***
- **On an evaluation steering group\*\*\***
- **By presenting results to your members at your AGM\***



## 4.2 Showcasing SROI

**Social Return On Investment (SROI)** measures change in ways that are relevant to the people or organisations that experience or contribute to it. It tells the story of how change is being created by measuring social, environmental and economic outcomes and uses monetary values to represent them. This enables a ratio of benefits to costs to be calculated. For example, a ratio of 3:1 indicates that an investment of £1 delivers £3 of social value. SROI is about value, rather than money. Money is simply a common unit and as such is a useful and widely accepted way of conveying value. For more information, please see <http://www.philanthropycapital.org/download/default.aspx?id=1110>

**NB** - The Evelyn Oldfield Unit will produce a paper on the potential benefits and challenges of SROI specifically for refugee and migrant community organisations very soon. Watch this space.

SROI is ..

- A framework for measuring social value, which expresses this value in financial terms.
- At its heart, SROI is a type of economic analysis rooted in cost-benefit analysis
- Based on stakeholder perspectives
- Guided by principles
- Summed up in the SROI ratio: "for every pound spent, charity A creates however many Y pounds of social value"



## **4.3 Monitoring and Evaluating Procedures**

It is very useful to set out what you plan to evaluate, when and by whom. We have done this with many groups attached to the Unit. Evaluation of this shows it is very useful for staff members to have this set out in such a clear and understandable way.. Here is an example of one.

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### **Resource Centre Monitoring and Evaluation Procedures**

#### **Evaluation and Planning**

We carry out quantitative monitoring of the take-up of services and the nature of our user-groups and qualitative monitoring of users' views of the Centre. This information is regularly discussed and evaluated by both the staff team and the management committee with the aim of ensuring that:

- The Centre is meeting both its own targets for take-up of services and any targets agreed with funding organisations
- All the work of the Centre continues to further our aims
- Our services enable groups to organise more effectively in the community
- We are providing equal access to all services
- The organisation of the Centre remains efficient and cost-effective
- We identify the changing needs of groups and gaps in service provision

Our assessment of the above information is put together with the Centre's financial information and external reports, such as details of new government programmes, strategies developed by the City Council or advances in Best Practice in the voluntary sector. All this material forms the basis for the development of services in succeeding years.

The reports and discussions of the staff team and the management committee are pulled together in this rolling three-year Programme of Work. The Programme is sent to interested parties such as City Councillors, MPs, local infrastructure support organisations and the Centre's member-groups in order to give the wider community the opportunity to comment.

#### **Monitoring the take-up of services**

We record the name of each group which visits the Centre to use a service, and its use of each service. This data is collated weekly and turned into a monthly summary which is evaluated at staff meetings. A full analysis of the data is given in half-year and all-year reports, with comparative figures from previous years. These are discussed by both staff and the Management Committee to ensure that the Centre is meeting its targets.

Continued overleaf

Every 2 years in our User Satisfaction survey, we ask each group in the sample to classify its main activities under headings such as Provide services to a faith or minority ethnic community and Work to improve your local area or neighborhood. This information enables us to build up a picture of our users and to assess whether we are meeting our priorities.

### **Monitoring the impact of our services**

After each support session we ask the participants to complete a Session Evaluation Form. This provides us with qualitative information about the

Sometimes we can reliably gauge the effect of our services: for example, where a group receives an award after we have given advice or assisted them in identifying funders or completing applications. In many cases, though, it is not possible to measure objectively the effect of our services as they are only one factor in the combination of people and resources which determine the level of activity of each group. We therefore have to rely on the assessment by user-groups of the effectiveness of our services.

We also assess the impact of hire equipment by informal discussions with groups as they return the equipment. This often gives us qualitative information which is fed back into discussions when planning changes to our equipment services.

### **Users' perceptions**

Every 2 years we carry out a detailed User Satisfaction survey of a sample of user-groups. The resulting report, including verbatim comments from users, is discussed by staff and the Management Committee. We continually encourage both written and verbal comments, whether positive or negative, and suggestions for improvements from any user-group and we have a Comments book displayed at the entrance. We also invite written comments from groups in areas of social housing when they re-apply for membership of the Centre every two years.

### **Complaints procedure**

In the event of a formal complaint, we shall attempt to resolve it initially through discussion with the complainant. Any outstanding complaint will be discussed by the staff team and a report presented to the Management Committee. If the matter is still not resolved to the reasonable satisfaction of the complainant, it will be referred to the Management Committee.

At the outset we shall inform the complainant of this procedure and then provide a written response within one month of the complaint. Discussions of the complaint will consider not only the individual case but any wider implications for the service as a whole.

Continued overleaf

## **Financial reports**

Both staff and the Management Committee discuss the budget report, the annual review of charges to users for services and the Annual Report & Financial Statements prepared by our chartered accountant. In addition we produce quarterly financial reports with all-year projections in order to monitor, throughout the year, both the performance of the Centre overall and key aspects of each service.

## **Other agencies in the voluntary sector**

We discuss our work with other agencies, principally Brighton and Hove Community Initiatives, the Working Together project and other voluntary sector support organisations, and the Community & Voluntary Sector Forum in order to ensure that our services remain distinct and complement those of other agencies. This is an essential element in maintaining services which are cost-effective.

## **Staff time**

Records of service take-up do not measure the amount of time which the Centre puts into each service. Approximately every five years, we carry out a detailed internal review of areas of work and the amount of staff time spent on each area. The last review was in the summer of 2008. Such reviews are a key element in ensuring that services are organised efficiently.

## **Note: Definition of Uses and Visits**

Use: this is each use by a group of a service or piece of equipment. We do not record as a Use any use by individuals.

Visit: this records each occasion on which a group visits the Centre to use services or equipment. The term visit covers visits to our website, visits by groups to the Centre and telephone calls whenever a service is used. We do not record as a visit any individual user or any general enquiry or booking from a group. A single visit may involve a single use or several uses

(Adapted from an example found on this website: [http://www.resourcecentre.org.uk/information/policies\\_procedures/sample\\_policies/sample\\_policies\\_html/rc\\_monitoring\\_evaluation\\_procedures.asp](http://www.resourcecentre.org.uk/information/policies_procedures/sample_policies/sample_policies_html/rc_monitoring_evaluation_procedures.asp) )



## 4.4 Monitoring and Evaluating Plan RCO

Another way to set out what you need to do and by when is to use the Charity Evaluation's matrix as below. You start by setting out your projects aims and objectives and then based on this, consider your over-arching question. From this you further break this down into a set of indicators, i.e. A means of assessing how you are achieving your aims but in a more manageable way. Where you get this information from and how you will collect it comes next. A timetable is also a useful column.

<b>Project Aims and Objectives</b>	<b>Key Question</b>	<b>Indicators</b>	<b>Data Sources</b>	<b>Data Collection Methods</b>	<b>Timetable</b>
Young Afghans will learn mother tongue and learn about Afghan culture and heritage	Who is accessing this service?  To what effect?	*summary of course content *numbers attending school *number of children improving their language skills *number of children reporting an increase in understanding of Afghan culture	Photographs  Films of events  Examples of projects undertaken  Pre-and post – course assessment  Feedback form children and parents  Staff observation	Monitoring of who is accessing the service  Questionnaires  Interviews  Recording events  Case studies	Continuous feedback  6-monthly survey  6-monthly interviews  Quarterly reports from staff on observation notes

## 4.5 Other Stakeholder's Interviews/Survey

It is very worthwhile to include the opinion of your wider stakeholders in any evaluation that you run. This allows you to assess your wider impact..This could include:

- Potential users
- Staff and volunteers
- Board members
- Community members
- Other charities/ voluntary and community groups
- Professionals (police, teachers, doctors etc)
- Funders
- Local councillors
- And any others who have an informed point of view about your work

Here are some very simple survey questions that we have used to interview other stakeholders in the past that has proven very useful in terms of assessing the impact of an organisation on the community. In this instance, we interviewed 8 professionals who knew the organisation well.

### **XX Group Evaluation, June 11**

#### **1. Can you describe your relationship with XX group (i.e. how you have worked with the group)?**

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#### **2. Can you describe some of the strengths of XX group?**

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#### **2b. How have these strengths have benefitted your organisation?**

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Please see overleaf for additional questions.

**3. What effect do you think that XX group has had on the community in XY borough?**

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**4. Do you feel there are any other unmet needs that XX group could tackle? If so, please expand on your answer.**

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**5. What could XX group do better?**

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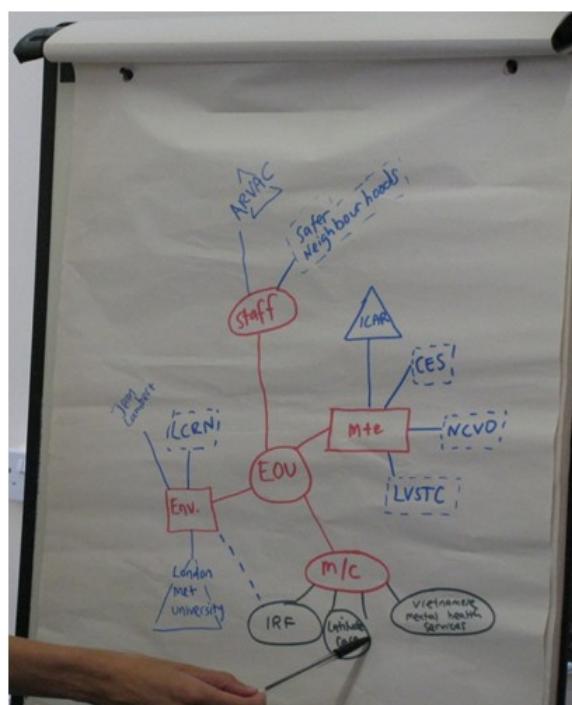
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**6. Do you have any other comments about the effect of XX RCO?**

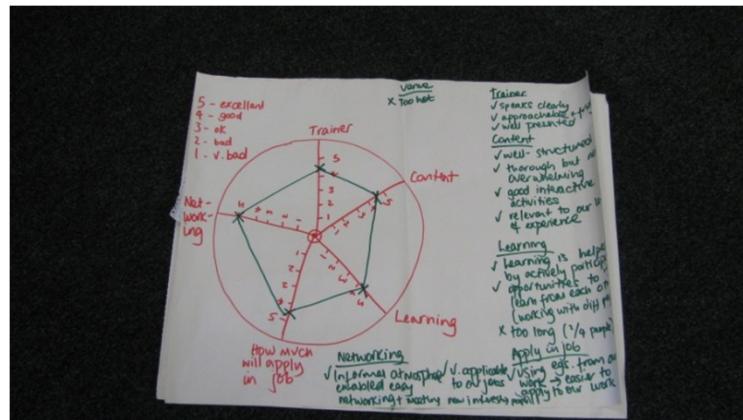
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Example Mapping Exercise by the Unit to Identify Study Participants



## 4.6 Participatory and Alternative Methods



There are many very positive ways to involve your users in the evaluation process. If your users influence this, it is called 'participatory'. The picture above is a participatory circle whereby I asked attendees at my training to decide upon the categories of the evaluation and then to decide on how they would approach it, agreeing on categories themselves, without the tutor's input. They then decide what is important to them. The image above was the result.

### Photography

There are countless creative methods you can use for your evaluation. The image here shows a graffiti wall. We have also used photo stories, short films, drawings etc. Follow this link for further ideas: <http://www.ces-vol.org.uk/index.cfm?format=748>



# **Post data collection**

# 5.1 Analysis

Survey Monkey is an online resource that is very easy way to analyse and manage the data that you collect. We would highly recommend that you explore this free software [www.surveymonkey.com](http://www.surveymonkey.com). You can also use this for free online surveys.

## Designing the Questions

Here are some examples of how we have used it for previous consultations:

The screenshot shows a question titled "4. In what ways could an environmental project help improve refugees' lives in the UK?". There are five options: "Promoting active citizenship and participation", "Promoting social inclusion and multicultural dialogue", "Fostering environmental awareness", "Other (please specify)" (with a text input field below), and "Improving physical and mental health". The last option is highlighted with a green background. Below the question are buttons for "+ Add Question" and "Split Page Here".

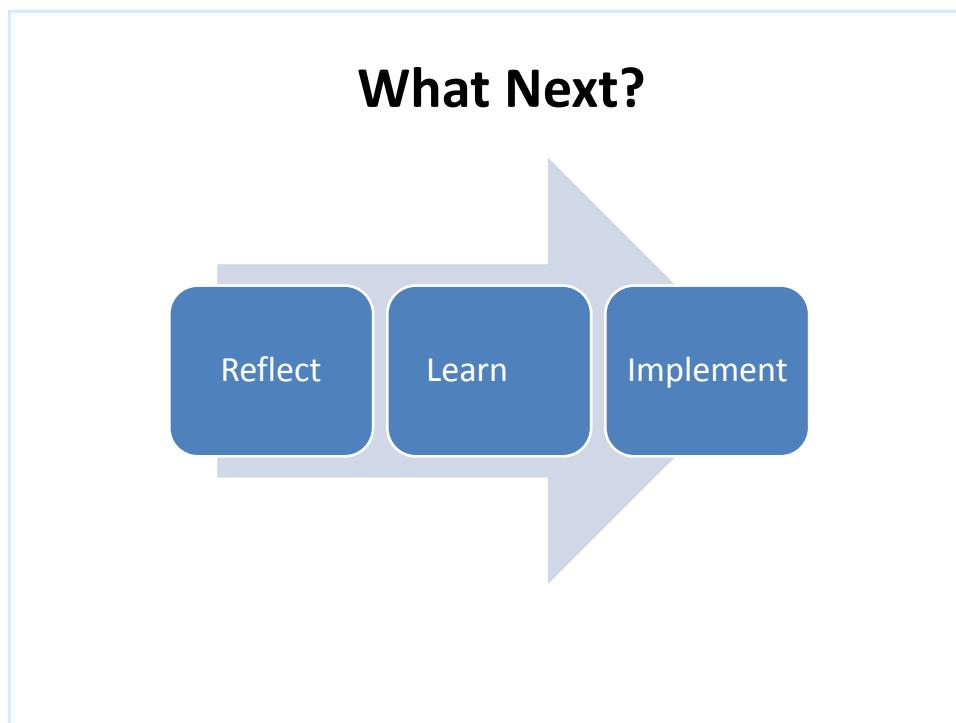
## 2. Collecting the Results

The screenshot shows the "New Link" section of the SurveyMonkey interface. It includes a reminder to review collector settings and restrictions, a "Your Survey Link" field containing the URL <http://www.surveymonkey.com/s/T5CTCKB>, and a "Create a Custom Survey Link" section. A note states that custom links can be different for each collector.

## 5.2 What's Next

Once you have gathered all of this information ,it is very important that you don't just use it to write a report for your funder. You really need to think about what the results mean and ask yourself critical questions such as is this project working? What changes could we make to ensure we are meeting our users' needs ? Make changes according to this and most importantly, learn...

*"I have always grown from my problems and challenges, from the things that don't work out, that's when I've really learned... "*



## 5.3 Challenges

- Bias: often those conducting the research will also be reporting back to funders. You have to be careful of only looking for positive aspects of your work. This can be overcome by having lots of people involved in analysing the data

- Defining success criteria can be a challenge—how do you define when your project is working well?

- It is difficult to capture unanticipated outcomes and impacts.

- It is hard to attribute effect to one organisation when there are multiple influences on your clients.

- Be careful about setting too high targets in first place.

## **5.4 Sources of Further Advice and Support**

- The Association of research in the Voluntary and Community Sector—[www.arvac.org.uk](http://www.arvac.org.uk)
- Charity Evaluation Services—Free Downloads—<http://www.ces-vol.org.uk/index.cfm?pg=112>
- Jargonbuster—<http://www.ces-vol.org.uk/index.cfm?format=171>
- NCVO—<http://www.ncvo-vol.org.uk/strategy-impact/learn/impact/measuring-impact/how-to-monitor-and-evaluate>
- The STAR approach—<http://www.outcomesstar.org.uk/>
- KnowHow Non-Profit - <http://www.knowhownonprofit.org/organisation/quality/mande/monitoring-and-evaluation-the-basics/mande>

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