**Evaluation Framework**

**Project or programme: BS3 Community Development.**

**Overarching Aim: To improve wellbeing, health, happiness and a sense of connection for BS3 residents.**

***VALUES: Active, Inclusive, Connecting.***

***Strategic Approach: BS3 Community Development evolves bespoke opportunities through a responsive approach, which is based on listening to the local community to define programme priorities and design relevant content.***

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| **Aims and Objectives** | |
| **Aims (what impact or change will the project bring about?)** | **Objectives (what will happen in the project to realise the aims?)** |
| 1. For there to be greater connectivity across the community (Connect) | To nurture this connectivity, through a wide range of bespoke and responsive opportunities (developed through listening to the community and being active with what we have learnt) for people to come together, such as:   * The Community Connectors * BS3 Food Club * The Toddlers & Parents/ Grandparents group * MondayClub (older people’s social group) * BS3 Cupboard x 2 (dry goods Food Club in two locations) * Community Webs (Social prescribing) * BS3 Community Care (new IA service - target launch June 2024) * Digital Inclusion (project based) * LGBT group (AGE UK partner - no data collected at this time only attendance) * Cafe engagement (small events and signposting) * Information cafe (part of Community Connectors work, similar to Citizens Advice). * Walking groups/ Stroll & Chat * Encouraging work-at-home people to work in The School Room Cafe.   To nurture this connectivity through working with other local organisations, including:   * Supporting groups to be sustainable * Partnership working * Asset mapping * Signposting where appropriate * Connecting groups and individuals where needed.   Engaging both the hyper-local (to our buildings) and the whole locality of the BS3 area, through:   * Meeting people where they are (within BS3) * Working closely with the families of our nurseries. |
| 1. For there to be greater intergenerational connectivity across the community (Connect) | To nurture intergenerational connectivity through a wide range of bespoke and responsive opportunities (developed through listening to the community and being active with what we have learnt) for people of different ages to be, make, and/ or talk, together, such as:   * Community Connectors * Events * The School Room Cafe. |
| 1. For people to be actively involved in and contributing to their community (Give) | Through opportunities for community members to inform the strategies, services and decision-making processes of the organisation, such as:   * Annual survey * Co-designed events * Research led (Community Researchers) * Sense making events framed as celebrations * Contributing to journey mapping (telling us how they are long-term).   To nurture this involvement through a wide range of bespoke and responsive opportunities (developed through listening to the community and being active with what we have learnt) for members of the community to increase their confidence in using technology and thereby be more able to contribute via online platforms, such as:   * *Connect to others and access online services with support provided via our weekly Information Cafe* * Digital resources (online in accessible formats) and equipment available at our Southville Centre and satellite hubs. * Digital Inclusion (St Monica-funded project) * Encouraging work-at-home people to work in The School Room Cafe. |
| 1. For People to continue to thrive, learn and be inspired. (Keep Learning) | Through a wide range of bespoke and responsive opportunities (developed through listening to the community and being active with what we have learnt) for community members to develop interests, skills, and creativity, such as:   * Taking part in research as a Community Researcher (during events and projects) * Making objects, artefacts and material memories, in wellbeing small group classes.   Through a wide range of bespoke and responsive opportunities (developed through listening to the community and being active with what we have learnt) for members of the community to increase their confidence in using technology, such as:   * Mapping local community assets (*alt word*?) such as spaces, people, and wildlife.*(Opportunities that focus on the content of the learning, not the technology being used, i.e. framing training on the thing it enables, which are things the local community have stated to be of interest, not the tech being used / learnt)* * Showcasing local stories, culture and connections. * BS3 Community Training Hub |
| 1. For the community to have healthy lives and improved wellbeing | To nurture wellbeing & health through a wide range of bespoke and responsive opportunities, developed through listening to the community and being active with what we have learnt, such as:   * The Five Ways to wellbeing (Connecting, Being Active, Taking Notice, Learning, Giving) * Helping people during the Cost-of-living crisis, via information, resources and tailored support * Helping people access affordable and nutritious food by providing a sustainable Food Club network * Making spaces for supporting wellbeing and fostering togetherness * Connecting people, groups and organisations to support wellbeing & health in BS3 * Supporting groups to be sustainable * Partnership working * Asset mapping * Providing care in local people’s home (BS3 Community Home Care service in partnership with Sirona care & health) * BS3 Community Care (IA Platform development) - that includes encouraging and a level of support for self-employment * Employing local people. |

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| **Aims** | Outcomes | **Outcome Indicators** | **Qualitative data: stimulation and collection methods** | **When** | **By whom** |
| 1. For there to be greater connectivity across the community (Connect) | Greater connectivity across the community | People state that they feel more connected | * **Annual survey – to be reviewed and revised**   + How connected to your community do you feel? Etc   + Instead - This could usefully be broken down into less subjective questions, such as: How often do you attend local events? How often do you chat to your neighbours? How often do you chat to people from other parts of BS3? etc family   + Can we ‘keep’ some questions as a baseline but add less subjective detail?   Translated questions?  **Idea 1**: Ask people attending each group to make a quick ‘map’ to show all the connections they have made through the project that they are part of.  Transfer this into one giant map, possibly using an online programme or other data visualisation tool.  Maybe also map individual connections beyond just what we’ve offered/ brokered - plus have them map what their idea set of connections would be to capture gaps/ use the gaps as discussion points around what could be done to help them achieve what they desire.  Use different colours to indicate how you feel about those connections.  **Idea 2:** Movement in the room to evidence ‘distance travelled’:   * How connected did you feel to your community before being involved in this group? (Talk about and expand on what it might mean to feel connected) (Stand to the left of the room for 0 / not at all, right of the room for 10 / very). Take photos of each. * Or use ‘before and after’ luggage tags or Post It notes, which people make a mark on to show that it is theirs and then locate to the left of a wall or the right of a wall, etc. | Survey every July |  |
| 1. For there to be greater intergenerational connectivity across the community (Connect) | Greater intergenerational connectivity across the community | People feedback that they have more intergenerational connections | * Video/ audio capture * Mapping their connections with others as above, to show different age brackets of people they are connected to * Movement in the room exercises. |  |  |
| 1. For people to be actively involved in, and contributing to, their community (Give) | People are actively involved in, and contributing to, their community | * People state that they feel they can contribute to their community as much as they want to * People state that they have been able to do the things that they want to do * People state that they have opportunities and a sense of purpose | * **Annual survey – to be reviewed and revised** * Co-designed evaluation events – celebrate this project and have food/ sense-making around experiences. (See sense making guide) * Research led. * Capture individuals’ level (days/ hours) of volunteering - both informal (helping neighbours) and formal (signed-up to support a community group and/ or charity, etc). | Survey every July |  |
| 1. For People to continue to thrive, learn, and be inspired. (Keep Learning) | People are continuing to thrive, learn, and be inspired. | People recognise an improved sense of wellbeing | Through creative evaluation processes devised as part of sense making sessions.  Physical objects as tools (dominos).  Coins to vote in cafe on key ‘soft’ issues? (similar to supermarket style) -ER |  |  |
| 1. For People to continue to thrive, learn and be inspired. (Keep Learning) | People are continuing to thrive, learn and be inspired. | People recognise that they are learning, inspired and thriving. | Case studies developed through conversations: Semi-structured prompts – what have you done… Topic guide – aims-based questions, but open questions at outset. (Social Prescribers’ conversations as example). | *Roz to develop a topic guide to be used:*  Community Researchers to conduct interviews/ vox pops? At sense making sessions/ celebration events? |  |
| **Objectives** | **Outputs** | **Output Indicators** | **Quantitative data: stimulation and collection methods** | **When and**  **By whom** |  |
| A wide range of bespoke and responsive opportunities (developed through listening to the community and being active with what we have learnt) for people to come together, such as:   * The Community Connectors * BS3 Food Club * The Toddlers’ and Grandparents & Toddlers groups * Monday Club (older people’s social group) * BS3 Cupboard x 2 (dry goods Food Club in two locations). * Community Webs (Social prescribing) * BS3 Community Care (new IA service - launch June 2024) * Digital Inclusion (project based) * LGBT group (AGE UK partner - no data collected at this time only attendance) * Cafe engagement (small events and signposting) * Information Cafe (part of Community Connectors work, similar to Citizens Advice). * Walking groups/ Stroll & Chat. | The workshops and other activities People feel listened to and bespoke responsive opportunities are developed. | Attendance records and postcodes of people attending for all these activities  How far people feel listened to  Team reflection and articulation of how they have listened and responded to the community  Photo documentation of the different events and activities  Social media evidence of different events and activities. | Sign-in sheets or similar  A measuring device in the venue/ a portable measuring device, to be developed by the team  Sliding scale on the survey  Team reflection and sense making sessions mapping out the responsive and bespoke process.  Pause and decide moments.  Quarterly community sub committee standing agenda item. |  |  |
| To nurture this connectivity through working with other local organisations, including:   * Supporting groups to be sustainable * Partnership working * Asset mapping * Signposting where appropriate * Connecting groups and individuals where needed. | Connectivity is nurtured with other organisations | Feedback from other organisations  The asset maps | **Interviews or surveys with other organisations asking:**   * How have you connected with BS3 Community Development? * Has the work supported groups to be sustainable? * Have you worked in partnership? * Have the team signposted where appropriate? * Has the team connected groups and individuals where needed? |  |  |
| To nurture this involvement through a wide range of bespoke and responsive opportunities (developed through listening to the community and being active with what we have learnt) for members of the community to increase their confidence in using technology and thereby be more able to contribute via online platforms, such as:   * *Connect to others and access online services with support provided via our weekly Information Cafe* * Digital resources (online in accessible formats) and equipment available at our Southville Centre and satellite hubs. | Involvement is nurtured through a wide range of bespoke and responsive opportunities, etc. Members of the community increase confidence in using technology  Members of the community are more able to contribute via online platforms:   * Connecting *to others and accessing online services with support provided via our weekly Information Cafe* * Digital resources (online in accessible formats) and equipment available at our Southville Centre and satellite hubs. | The involvement nurtured  A list of the wide range of opportunities  Feedback from the community  Feedback from the community | Increase in numbers engaging  The list  Question: What difference has this engagement made for you?  Question: Are you now more likely to use online services?  A record of the resources |  |  |
| Through a wide range of bespoke and responsive opportunities (developed through listening to the community and being active with what we have learnt) for community members to develop interests, skills, and creativity, such as:   * Taking part in research as a community researcher (during events and projects) * Making objects, artefacts and material memories, in wellbeing small group classes. | Community members develop interests, skills, and creativity, such as:   * Taking part in research as a community researcher (during events and projects) * Making objects, artefacts and material memories, in wellbeing small group classes. | Evidence of community members developing interests, skills, and creativity, such as:   * Taking part in research as a community researcher (during events and projects) * Making objects, artefacts and material memories, in wellbeing small group classes. | Records of who takes part in research, how and when.  Sense making reflection sessions with the researchers about their journey and the difference it has made. (Roz could produce an indicative outline and model this)  Records of artefacts, objects and material memories made    Photo documentation of the researcher events and the object making |  |  |
| Through a wide range of bespoke and responsive opportunities (developed through listening to the community and being active with what we have learnt) for members of the community to increase their confidence in using technology, such as:   * Mapping local assets (alt word?) such as spaces, people and wildlife*(Opportunities that focus on the content of the learning, not the technology being used, i.e. framing training on the thing it enables, which are things the local community have stated to be of interest, not the tech being used / learnt)* * Showcasing local stories, culture and connections. | Members of the community increase their confidence in using technology, such as:   * Mapping local assets (alt word?) such as spaces, people and wildlife*(Opportunities that focus on the content of the learning, not the technology being used, i.e. framing training on the thing it enables, which are things the local community have stated to be of interest, not the tech being used / learnt)* * Showcasing local stories, culture and connections. | Evidence of members of the community increasing their confidence in using technology, such as:   * Mapping local assets (alt word?) such as spaces, people and wildlife*(Opportunities that focus on the content of the learning, not the technology being used, i.e. framing training on the thing it enables, which are things the local community have stated to be of interest, not the tech being used / learnt)* * Showcasing local stories, culture and connections. | Question:   * What difference has this engagement made for you and how you use / will now use technology?   Records of how members of the community have mapped local assets  Record of and reflection on how this has informed the focus of the ‘training’  Record and photo documentation of the Showcasing of local stories, culture and connections. |  |  |
| To nurture health and wellbeing through a wide range of bespoke and responsive opportunities, developed through listening to the community and being active with what we have learnt, such as:   * The Five ways to wellbeing (Connecting, Being Active, Taking Notice, Learning, Giving) * Helping people during cost of living crisis by information, resources and tailored support. * Helping people access affordable and nutritious food by providing a sustainable food club network. * Making spaces for wellbeing and fostering togetherness * Connecting people, groups and organisations to support health and wellbeing in BS3. * Supporting groups to be sustainable * Partnership working * Asset mapping * Providing care in local people’s home * Employing local people | Health and wellbeing is nurtured through a wide range of bespoke and responsive opportunities, developed through listening to the community and being active with what we have learnt, such as:   * The Five ways to wellbeing (Connecting, Being Active, Taking Notice, Learning, Giving) * Helping people during cost of living crisis by information, resources and tailored support. * Helping people access affordable and nutritious food by providing a sustainable food club network. * Making spaces for wellbeing and fostering togetherness * Connecting people, groups and organisations to support health and wellbeing in BS3. * Supporting groups to be sustainable * Partnership working * Asset mapping * Providing care in local people’s home * Employing local people | Evidence of how health and wellbeing has been nurtured through a wide range of bespoke and responsive opportunities, developed through listening to the community and being active with what we have learnt, such as:   * The Five ways to wellbeing (Connecting, Being Active, Taking Notice, Learning, Giving) * Helping people during cost of living crisis by information, resources and tailored support. * Helping people access affordable and nutritious food by providing a sustainable food club network. * Making spaces for wellbeing and fostering togetherness * Connecting people, groups and organisations to support health and wellbeing in BS3. * Supporting groups to be sustainable * Partnership working * Asset mapping * Providing care in local people’s home * Employing local people | Records of all these opportunities and people attending.  Exploring and using Arts, health and wellbeing evaluation processes and methods. See: <https://www.culturehealthandwellbeing.org.uk/sites/default/files/Creative%20Health%20Quality%20Framework.pdf>  Peer interviews:  Questions:   * What difference has this work made in terms of how you feel? * What difference has this work made in terms of the options you have for nutritional food? * Have you accessed useful information through this project?   Questions for partners / groups:   * Has this project supported your group to be more sustainable?   Record / list of help given in people’s homes  List of local people employed |  |  |

**Reminder re Terminology**

**Aims are the changes you are trying to bring about, or the impact you intend a project to have.**

* It is important to have a clear idea of what your aims are, or what a project is setting out to achieve, and for this to be understood by all involved, so that the actual aims of the work inform the detail of the approach.
* Aims relate to the outcomes of the project, or in other words, the impact a project has, and so evidence of achieving our aims tends to be qualitative, for example, how far participants’ confidence and skills have grown.

Aims are often expressed as:

• To enable…

• To improve…

• To increase…

• To reduce…

**Outcomes = the impact of the work. The effect the work has had: Outcomes are always a consequence of Aims.**

**Objectives** **are the things you will do to achieve the aims, and therefore often describe the planned project activities.**

* It is important to plan objectives on the basis of the aims, so that the activities of a project are ones that will realise the aims.
* Objectives relate to the outputs of the project, and so evidence of realising our objectives tends to be quantitative, for example the number of young people participating and the number of workshops.

Objectives are often expressed as:

• To facilitate…

• To support…

• To stimulate…

• To run…

###### Outputs = the quantifiable products and data relating to the project: Outputs are always a consequence of Objectives.