

*'Lively, dynamic,  
held attention,  
very interactive'*



## **Report from our stakeholder conference:**

Learning from Evaluation – fitting the pieces together

*'Fantastic, invigorating and  
thought provoking day'*

*'It was all very  
understandable - not full of jargon or  
esoteric research findings. Great!'*



# About this report

This is the report of Evaluation Support Scotland's conference on 13 January 2010. The report gives the highlights of

- the main things we did at the conference
- some of the things delegates talked about at the conference
- the feedback we got from delegates about the conference

## Why did we hold this conference?

ESS works with voluntary organisations and funders so they can measure their impact, report on the difference they make and improve their services.

At ESS we believe evaluation should be about learning. Evaluation should help us understand better how to meet needs and solve problems, make better use of resources and celebrate our successes. So we held a conference on the theme of learning from evaluation.

We used the metaphor of a jigsaw because jigsaws – like evaluation – can be a challenging puzzle. We might not have all the pieces. Or we may struggle to fit them together. And even when we put our evaluation pieces together, do we always all see the same picture?

Throughout the day we shared experiences about putting our evaluation pieces together – and what different people are learning from evaluation.

The outcomes we hoped to achieve at our conference were that delegates would:

1. Know more about different perspectives on evaluation.
2. Know more about how to pull together learning from evaluation and use it.
3. Know more about reporting on evaluation.
4. Take a piece of learning away to use in their work.

We wanted to achieve these outcomes by providing lots of opportunities for delegates to learn from each other through round table discussions and workshops. We also tried to put the fun into evaluation!

93 delegates from the third sector, funders and the public sector attended along with 9 ESS staff and 9 of our Trustees (a list is at the end).

Delegates gave us feedback through a jigsaw board exercise (see later in this report) and 74 delegates filled in evaluation forms. This feedback is integrated throughout the report.

### Summary of our programme

- Welcome by Mary Craig OBE, Convenor of Evaluation Support Scotland
- Using evaluation – different perspectives
- Workshops to show different work to pull together learning from evaluation
- Lunch
- Reporting to funders led by Maureen McGinn, Harmonising Reporting Working Group
- Fitting the pieces together - plenary and response
- Final words and conference evaluation – Mary Craig

# Using evaluation – different perspectives

Steven Marwick, Director of Evaluation Support Scotland, set the scene for the conference. He introduced delegates to the McDeeshire Family Centre, a successful voluntary organisation.

Delegates heard from six people connected with the Family Centre to find out their perspectives on evaluation: a development worker, the manager, a council official, a funder, a policy maker and a service user.

**To be clear – we made this up!** The six people were highly skilled actors (ask a delegate if you weren't there!) but the stories were drawn from real life experience.

The text below is a shortened version of what delegates heard. The full script is on the ESS website – copyrighted of course!

## The Development Worker

*I never used to care about evaluation. In fact I never did any. Then suddenly we were monitoring morning, noon and night. The worst time was when Mrs McTavish phoned the advice line and I had to ask her about faith, ethnicity – and even her sexuality. As Mrs McTavish said: "I'm 97- I just want a new bus pass, what's sex got to do with it!?"*

*Thank goodness we've stopped all that. And I've discovered proper evaluation. I work with young people at the Centre. Evaluation is built into our work. We take time to get feedback from young people in creative ways. Our evaluation tells me that I'm good at helping young people make the right decisions and avoid trouble. It also highlighted a gap in our support for young people at school. So I'm now doing more work with schools.*

*I just wish I could share more of what I know from evaluation with policy makers. But all in all evaluation is great. I'm getting better at my job. And when I'm not feeling so positive it really helps to read positive feedback from a young person. What could be more rewarding?*

## The Manager

*Evaluation used to be something someone else did – an inspector or a consultant who would come in shouting "evaluate, evaluate" waving a checklist. We'd hide under the tables until they glided away leaving behind a report to gather dust. And my staff collected lots of stats but didn't seem to ask about the difference we were making. Once I even heard a development worker talking to poor old Mrs McTavish about sex!*

*But now we've stopped the pointless paperwork and got outcome focussed systems in place. It's been hard work but my team are learning to embrace evaluation. It is easier to show funders that we are achieving our outcomes, how and why. And we realised we got better outcomes in 1-1 work if we also ran group support. So that's what we do now.*

*It's brilliant! I just wish I knew what my funders did with all the evaluation reports I give them! But I'm glad we can show the impact of our work and that evaluation is helping the centre to offer more and better services.*



# Using evaluation - different perspectives

## The Council Official

*We've always done evaluation in the Council. But we don't always learn. Last year I wrote a report about one of our services including lessons learned and things to improve. But once the report went through corporate communications it had become a glossy document about why McDeeshire is the best council in the UK.*

*Yet we do want to make a difference to vulnerable people's lives. We want to know what works and why. That is why we value the Family Centre. They give robust evidence of their impact so I have been able to continue their funding. Plus, we have stopped pretending that we fund the Centre to end poverty and they've stopped pretending they can end poverty by 31 March. We both have realistic outcomes.*

*I just wish other voluntary organisations were as good as the Family Centre at measuring outcomes. I would also love to be able to feed more learning from evaluation into national policy making. But to be positive, evaluation is invaluable in making decisions about what to fund and how to improve my services.*

## The Funder

*I work for the Dust Trust. We get our funding from the profits made by the sale of cleaning products. And profits are down. We have less money to give out to charities like the Family Centre. In fact last year the Dust Trust nearly went bust.*

*So the Dust Trust Trustees want to focus their grant making on charities that can evaluate and report on their impact. And we've set outcomes for our grant making.*

- To increase people's education attainment (more sussed),*
- To improve people's engagement and interest in their community (more fussed)*
- To make society to be more fair and equal (more just).*

*To evaluate if the Dust Trust has helped people be more sussed, fussed and just, we review reports from funded projects against our outcome framework. This would be easier if all charities were as good as the Family Centre at reporting. The Family Centre sets out what they did; what difference they made; and what they learned. They write clearly and give facts to back up what they say. Not everyone does that.*

*Overall things are good. Funded organisations' reports don't gather dust at the Dust Trust. And that's helped us build better relationships with those we fund.*

# Using evaluation - different perspectives

## The Policy Maker

*I work for Scottish Government and I've just started a new job in Vulnerable Families. Last week I was in charge of policy on turnips so I have a steep learning curve!*

*Yesterday I visited the Family Centre. It was eye-opening talking to the manager and the staff about their work. I also took away their evaluation report. The Family Centre will feature in Government strategy as a case study of effective family focussed work.*

*There wasn't much call for evaluation in the turnip department. But here in Vulnerable Families it is important that policies and strategies focus on what works for whom in what circumstances. Of course some Government policy can be influenced by media hysteria rather than evidence. Funding is tight and I know from my work in turnips that the Root Vegetable Lobby is mounting a powerful campaign to stop funding cuts in that area. So I need a strong case to prevent a big hit here in Vulnerable Families.*

*I wish we had more good evidence from councils and voluntary organisations. I need easy to understand outcome reporting like the Family Centre provides. But we are getting there. We are drawing on evidence wherever we can to address problems and create better policies for the people of Scotland.*

## The Service User

*When I first came to the Centre as a teenager nobody asked for my view on anything. Things would happen and I'd no idea why.*

*One time my link worker changed - I think that's called staff turnover.*

*One time the centre's name changed - I think that's called rebranding.*

*One time the centre closed down for 6 months - I think that's called arson.*

*Then later, when I was in the mother and babies group, suddenly they wanted feedback on everything. It's a challenge to fill in a 3 page questionnaire while breastfeeding twins. And they asked strange questions: "On a scale of 1 to 10 how satisfied are you with the refreshments?" I tried to steal the answers from the woman next to me. She'd circled 10 for everything. Honestly, no rich tea biscuit is worth 10 points!*

*But I don't come to the Centre for the biscuits. A year ago I had a breakdown and for a while things were terrible. The Centre's development worker got me involved in a therapy group which was brilliant. I have increased my resilience and improved my self worth. And I learned fancy new words like resilience and self worth.*

*I know this because we've done evaluation to unpack our personal journeys during our time in the group. We've all had ups and downs. But it's amazing to see how far we've come. I'm so much more confident.*

*I don't know what the Centre does with this evaluation information. I think it might have helped them get more funding to keep the therapy group going. I'm not sure. But I love evaluation! Really it's just a posh word for looking back. But looking back also helps me look forward. I've come so far in the last year. How much further can I go?*



# Round table discussions

Most delegates could relate to some extent with all the monologues.  
Here is a flavour of their discussions:

1. It is hard to know the **purpose** of evaluation or what other partners or stakeholders do with evaluation information. Learning can get lost along the chain of communication.
2. We could do more to feed back to **service users** how evaluation is used. Evaluation can help service users move on. We need to use creative ways to collect information to avoid evaluation fatigue.
3. We need to communicate learning to **policy makers**. Some delegates were worried that policy makers dismiss learning from the voluntary sector as anecdotal. But others said that Government, for example, does recognise the need for different types of evidence to understand what works well in what circumstances.
4. Learning can come as much from things that **do not go as planned**.
5. It is hard to agree **realistic outcomes** but if we don't it is even harder to evaluate.
6. **Local authorities** sometimes only seem interested in monitoring, not in learning and an expansion of contract culture may lead to excessive monitoring. There is more work to build their understanding of outcomes.
7. **Funders** need to recognise the time and support needed for evaluation and encourage charities to evaluate and report against their own outcomes not just funders' outcomes.
8. Evaluation should **help an organisation** ask "Why are we doing this?"
9. Evaluation should be **part of the fabric** and highlight areas of good practice.
10. **Trustees** need to use self-evaluation to help them in their governance role.
11. Reflection and learning can help **staff** maintain confidence and know what is being done well or not. Staff need to understand why they are gathering evidence and how to use it. Job descriptions should allow for time to evaluate. Front line managers need to be engaged and implement learning.

## Evaluation:

Delegates felt this session was a lively and thought-provoking way to start the conference (and **10** people said it was their conference highlight).

## Comments included:

*'excellent way to pull all the evaluation outlooks together in an understandable way',*  
and  
*'crystallised some of my thinking'.*

# Workshops

Delegates selected one workshop. This part of the report summarises the main things that were covered at the workshop and highlights of the discussions.

## **Workshop 1: Community Food and Health Scotland (CFHS)**

**Geraldine O’Riordan**, Development Officer (Engagement) and

**Katrina Reid**, Development Officer (Impact), Community Food and Health Scotland

The workshop focused on how intermediary organisations can support community and voluntary organisations to use self evaluation to influence policy and build capacity.

Community Food and Health Scotland (CFHS) supports communities that are tackling health inequalities through improved access to food.

CFHS, in partnership with ESS, set up a self-evaluation collaborative with six projects. The collaborative provided 1:1 support, group sessions and peer support for the community food initiatives. The project was established following requests for CFHS to provide funding for external evaluations however it was recognised that resources were best used for building the self evaluation capacity of organisations’.

The collaborative proved to be a successful approach to developing self evaluation capacity. Successes for the project included:

- **Projects improving skills, practice and confidence about evaluation processes.**
- **Wider CFHS Network raising awareness and understanding of self-evaluation**
- **Starting the debate on the value and use of self-evaluation information with policy makers and funders**

Challenges included:

- **Groups gave a big time commitment to the work**
- **Creating and maintaining trust and the continued involvement of groups - there has been staff turnover within the majority of projects**
- **Working with partners – ensuring buy in and commitment**
- **Practicalities of getting together**

In discussion, workshop participants agreed that to influence policy we need to:

- **Feed findings through intermediary bodies.**
- **Make connections with the right people.**
- **Supply robust evidence and believe in the value of your evidence.**
- **Keep doing evaluation to keep evidence fresh and pertinent.**
- **Engage service users meaningfully.**
- **Marry outcomes with funders’ needs.**
- **Pull out outcomes from projects to show longer term outcomes.**
- **Point out that research and external evaluation is expensive so policy makers should be keen to tap into learning from self-evaluation.**

Influencing policy with self evaluation material can be challenging with staff turnover and worries that policy makers do not trust self evaluation. Rather than organisations trying to fit policy, it would make more sense for policy to be influenced by evidence from organisations.

## Workshop 2: Partnership Drugs Initiative

**Elaine Wilson**, Programme Manager, Partnership Drugs Initiative (PDI).

This workshop focused on how funders can use evaluation to learn about the impact of a funding programme.

The Partnership Drugs Initiative (PDI) is a relationship grant-making programme for the voluntary sector working with children and young people affected by drugs and alcohol. The programme has been designed to continually look at how to encourage and promote self-evaluation to develop a greater understanding of the impact funding makes on children and young people.

Elaine spoke about how she developed an evaluation framework for the PDI and how she pulls together information from funded projects to help her evaluate the impact of the PDI and identify learning about what works.

The PDI found that clear reports from projects were the missing piece of their evaluation jigsaw. This led the PDI to put together improved guidance and support for projects to help them think about the evidence base required. PDI works with funded projects to improve the quality of their reporting. Logic modelling can improve clarity and fill gaps in understanding and knowledge.

Discussions in the workshop centred on looking at the issues faced by funders in trying to improve the understanding of learning which included looking at reports, logic modelling, giving intensive support to organisations in writing their first reports and the need for proportionate reporting.

## Workshop 3: Edinburgh Cyrenians

**Pam Orchard**, Assistant Director at Edinburgh Cyrenians.

The workshop focused on using evaluation in staff and organisational development.

Edinburgh Cyrenians provides solutions to poverty and homelessness by helping people who have had severe problems to improve their lives. Cyrenians wanted to get better at demonstrating the effectiveness of their work. So they introduced outcome focussed planning across the organisation and internal reporting including an annual results report.

Pam spoke about the early challenges in implementing this new approach. Staff found it hard to plan and managers found it hard to facilitate planning meetings. Staff found it hard to write clear reports. There were no systems to collect evidence – anecdotal evidence only. There was also tension between what staff did and what plans said they should be doing! The staff satisfaction survey showed that only 67% of staff understood their role and responsibility and only 53% understood how their performance would be measured.

To address these issues they created a new system to link organisational planning with staff appraisal. Teams create plans each spring and individual staff objectives flow from team objectives. Progress is reviewed in regular supervision and at the end of the year staff and line manager together score achievement of objectives using an evidence-based approach. There is genuine acceptance of this new system which has also created a greater focus and shared understanding of what the organisation does. Managers now have a vehicle to highlight poor performance.

In the next staff survey: 97% of staff understood their role and responsibility and 92% of staff understood how their performance would be measured. All staff thought that bringing their performance review in line with the planning process would make it easier to measure performance. The annual 'results report' helped staff recognise their achievements, and those of their colleagues. It also helps staff plan improvements and understand the value of evaluation.

# Workshops

Delegates selected one workshop. This part of the report summarises the main things that were covered at the workshop and highlights of the discussions.

## Workshop 4: Venture Scotland

**Jane Bruce**, Director, Venture Scotland.

This workshop focused on using evaluation for learning.

Venture Scotland runs an outdoor-based personal development programme for young people aged 16-30, who face complex and difficult problems. The organisation had felt that they lacked a clear mission or evaluation strategy. They agreed aim, outcomes and outputs through structured facilitated planning and defined a new programme structure linked to outcomes. They developed a matrix tool for measuring 8 key skills that are the focus of their programme:

- **Positive relationships: being able to work together with others.**
- **Confidence: being able to try new things and mix with new people.**
- **Assertive communication: being able to express own needs appropriately.**
- **Looking after self: having a healthy routine.**
- **Dealing with problems: having tools to deal with difficult situations.**
- **Self esteem: liking and valuing yourself.**
- **Positive attitude: having the resilience to keep going and stay motivated.**
- **Responsibility: being reliable and understanding what it means to contribute.**

The organisation acknowledges that young people may seem to temporarily move backwards as they develop – this is just part of the process.

Young people and volunteers are actively involved in the organisation and their evaluation processes through a positive culture in which a young person's opinion counts. Tools include active reviewing, a young person's forum, case study work and creative approaches such as video and poetry

Venture Scotland is commissioning an external evaluation to look at reasons for drop out and also the wider impact of the volunteer programme.

## Workshop 5: Climate Challenge Fund

**Shelagh Young**, Project Manager for the Climate Challenge Fund Supporting Alliance.

This workshop focused on how organisations can use evaluation to build understanding for large scale policy.

The Climate Challenge Fund offers communities the means to tackle climate change by reducing their carbon emissions. The Fund was established by the Scottish Government in partnership with the Scottish Green Party and is administered by Keep Scotland Beautiful.

Hard indicators for the work are in the form of cuts in CO2 emissions but this will vary according to the measuring tools used which were not specified by the Fund. Most projects take a behaviour change approach to helping people reduce their carbon emissions but many were not sure how to measure the impact of "change" over time. For example, gardening projects may have small impacts in terms of carbon cuts but be highly effective in community engagement terms, leading to future behaviour change.

# Workshops

The Fund has ambitious outcomes. There will be no overall programme evaluation but a review process will look at community groups' abilities to plan, define and evaluate outcomes.

The Fund has learned about the importance of process and how that can influence outcomes. Projects with multiple funders can find that in-project evaluation gives a more complete picture of their work, not limited to the partial view seen by each funder.

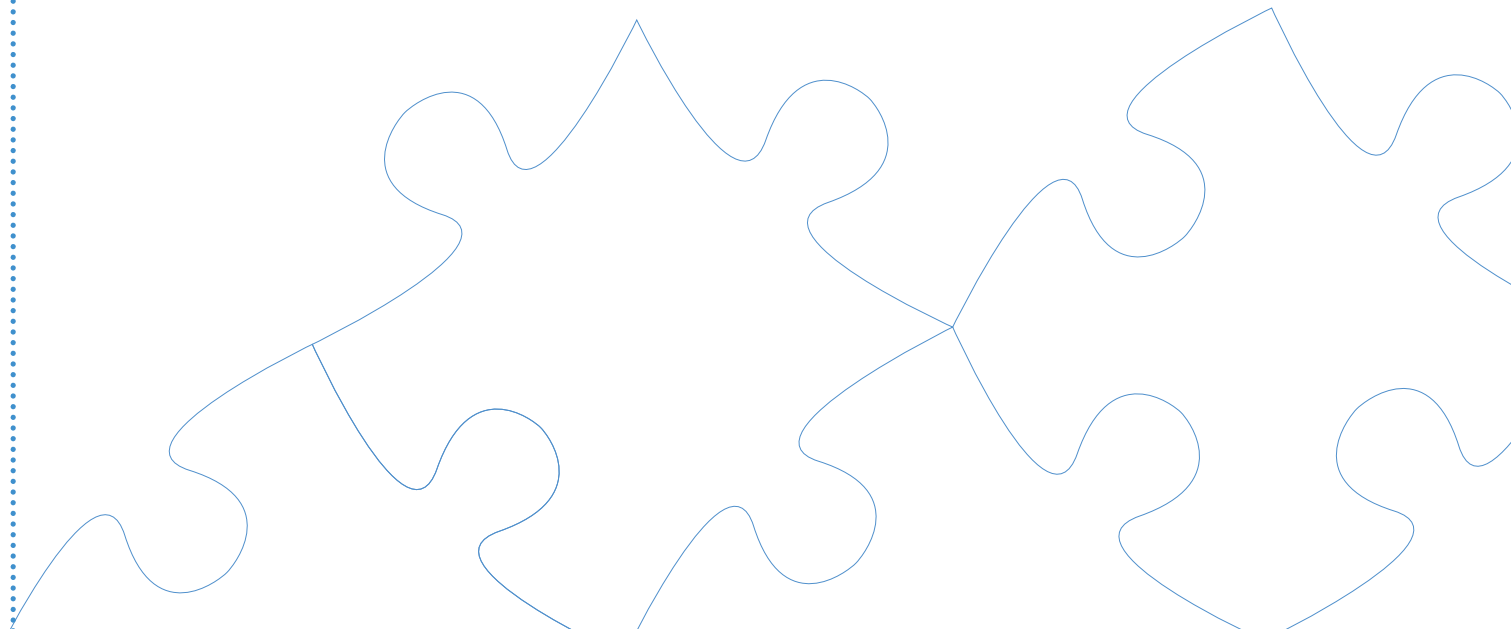
Workshop participants discussed how to measure behaviour change and make it sustainable. Given the focus on behavioural change it is essential for both the fund and the funded to understand people's attitudes and motivations. There were also discussions around how to engage the wider population, covering visibility of action, social norming and emphasising the financial and health benefits of environmental actions.

## **Evaluation:**

A few delegates felt the workshops did not meet their needs. Some people wanted more time, and others less. But most people were positive and welcomed the chance to learn from others' practical experiences. 12 people rated their workshop as their conference highlight.

## **Comments included:**

*'opportunity to learn', 'practical steps to take away and apply' 'a lot of food for thought and action'.*



# Reporting to Funders

**Maureen McGinn** (former Chief Executive of Laidlaw Youth Trust and member of the Big Lottery Fund Scotland Committee) led this full conference session.

Maureen explained that she is a member of the Harmonising Reporting Working Group. This group, supported by ESS, includes people from funders and charities. They are identifying steps that funders could take to make reporting more useful and less burdensome. The group will put their ideas to the Scotland Funders' Forum in April. Maureen said there is an appetite amongst many funders to make reporting more useful but stressed she could make no promises about what the Funders' Forum might do.

Maureen spoke about three of the draft conclusions of the working group:

1. **Reporting is useful and effective if there is a good relationship between the funder and the funded organisation.** If funders and funded organisations trust and understand each other, reporting becomes more useful and less onerous.
2. **The report should be useful for both the funder and the funded organisation.**
3. **A good report is one that tells the story** of the funded work.

## Round table discussions

Delegates discussed these conclusions. Their comments were recorded by ESS and will be fed into the Harmonising Reporting Working Group. Here is a brief summary of the main themes from round table discussions:

1. Good relationships do lead to more useful reporting but relationship means good communication, working together for outcomes, mutual respect and understanding – not friendship. There is a power relationship that funders need to acknowledge to encourage honesty.
2. A consistent contact in the funder and meetings can help build relationships.
3. Funders should explain simply and consistently what they want in reports.
4. Funders should give feedback on reports and collate their own learning.
5. Useful reporting happens when the format is flexible (not rigid questions).
6. Reports should tell the story of what was done and the difference made. Reports should link to what the funded organisation was funded to do.
7. Reports and reporting should be useful to both parties and result in learning.
8. Report should be a mix of qualitative and quantitative information, be easy to read and not too long. Alternative methods of reporting can be effective.
9. Reporting should be proportionate to funding received.
10. There is a need for support for reporting (for both funders and funded).

### **Evaluation:**

Delegates welcomed the chance to discuss reporting from a funders' perspective (8 people said it was their conference highlight).

### **Comments included:**

*'nice to try and move forward together', 'as a funder it made me more aware of the work that charities have to do to provide reports to suit all funders', 'taken away some of the fear'*



# Fitting the Pieces Together

Steven Marwick gave a final presentation to highlight the importance of **YOU** in **EVAL-U-ATION**.

He then introduced the jigsaw feedback exercise. Each delegate was given a sticky jigsaw piece. They asked another delegate: "what piece of the evaluation jigsaw has been revealed for you today" and wrote the answer on the jigsaw piece. These statements, comments and thoughts were captured on our jigsaw wall. A summary is on the next page.

## Evaluation:

Delegates generally felt this was an effective and fun way to close the conference (and **2** people said it was their conference highlight). Comments included: 'exchanged most important learning points'. Others commented that this was an effective and fun way to finish the day.

## Some of the best things about the day were:

*'meeting a wide variety of people from different organisations and roles.'*

*'very good facilitation throughout the day.'*

*'great opportunity to meet people and network, I found people very friendly and I really enjoyed the day'*

*'buzz, positivity, broad range of views'*

*'made evaluation fun'*



# General feedback

We asked people to tell us how we had achieved our outcomes.

The table below summarises the feedback where 1 is disagree strongly and 6 is agree strongly.

Conference Outcomes % response	1	2	3	4	5	6
I now know more about different perspectives on evaluation	1	5	7	30	42	15
I now know more about how to pull together learning from evaluation and use it	1	8	23	34	26	8
I now know more about reporting on evaluation	0	9	9	43	26	12
I will take a piece of learning away to use in my work	3	3	3	9	41	42

49 people rated the networking opportunities as their conference highlight. Comments included:

*'really enjoyed frank and open discussion around perspectives and areas for improvement'*

8 people rated the atmosphere as their conference highlight. Comments included:

*'inspiring and encouraging'*

7 people rated the learning as their conference highlight. Comments included:

*'learning the benefit of evaluation in helping users', 'learning about the progress made on joined up reporting', 'learning new ways, and knowing others are in the same boat'*



# Learning for ESS

- **Some people found the noise levels at the round table discussions difficult.**
- **A few people should have been supported to attend our training programme rather than this conference.**
- **It's challenging to organise conference workshops that suit everyone (and the vast majority of feedback was really positive) but there are few lessons about content and timing for us to reflect on for the future.**
- **Overall we were particularly successful in creating a positive atmosphere for sharing and learning. That's something we need to keep doing!**

### Reporting

Try to keep it simple – use case studies  
Organisations could harmonise their reporting (as well as funders)  
Reduce epic reporting requirements  
Finding balance between telling the story and succinctly summarising outcomes met  
Not to confuse what you can measure with what is effective

### Staffing/Procedures

Going to make sure evaluation information is shared in the organisation  
To involve staff in the evaluation process  
Build evaluation into appraisal  
Link evaluation with staff management (2)  
Use existing information as much as possible  
To integrate the learning into different layers of our work and operations

### Staffing/Procedures

Evaluation is a way of working – not an add on  
Importance of building evaluation into every day work instead of being a separate process  
Reflecting on performance is important  
Involving staff through the appraisal system ensures their buy in to strategic outcomes

### Collaborative Working

Workshop inspired an internal evaluation of a partnership organisation. After today every partner will be asked to evaluate themselves within our framework.  
The role of Intermediary organisations in collating self evaluation data

### Evaluation Tools / Methods

Expand/broaden evaluation techniques  
Creating tools to capture information to produce report that was helpful in securing long term funding

### How Evaluation is Used

Importance of funders and policy makers telling organisations what they'll do with the information and how it will be disseminated / used to inform policy  
Feedback on what people do with evaluations

### Policy

As an intermediary to investigate if we can collect info from all our small orgs/projects and to influence policy. Opportunity to collect different pieces of self evaluation material to influence policy

### Service Users

Evaluation can and should be fed back to service users.  
Evaluation can be a useful tool for service users to reflect on what they have achieved and enable them to move on positively.

### Attitude to Evaluation

Stop seeing evaluation as a necessary evil and a chore – embrace evaluation as a useful process  
Have been reminded that evaluation permeates everything we do

### Funders

More assistance should be given to organisations who received funding in reporting back  
Being willing to fund data collection systems for funded organisations

### Communication

Feedback loop – take data in but do we feedback to those we get data from?

# Delegate list

**ESS staff:** Cecilia Corcoran, Dee Fraser, Diane Kennedy, Graeme Reekie, Jacqui McDowell, Jennifer Challinor, Juliet Wilson, Priyanka Subhashree, Steven Marwick,

**ESS Trustees:** Emma Crawshaw, Fraser Falconer, John Arthur, Keith Wimbles, Kirsten Gooday, Linda McKie, Mary Craig, Nicola Richards, Patrick Boase.

Adele Patrick  
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Christopher Townsend  
Connie Williamson  
David Porte  
Deborah Hay  
Diane Roth  
Elaine Wilson  
Elizabeth Taylor  
Elizabeth Stevenson  
Elizabeth Millar  
Erin Elvin  
Evelyn Boyd  
Fiona Robb  
  
Fiona MacDonald  
Fiona Russell  
Fiona Rogan  
Franki Campbell  
Gavin Davey  
George Lang  
Geraldine O'Riordan  
  
Gladys Swanton  
Graeme Finnie  
Graeme Herbert  
Helen Fogarty  
Helena Gibney  
Iain Johnston  
Ian Bruce  
Ingrid Campbell  
Jane Bruce  
Jeannie Felsing

Glasgow Women's Library  
Sistema Scotland  
Parenting Across Scotland  
Voluntary Action Fund  
Scottish Athletics  
Callander Youth Project Trust  
South Ayrshire Council  
Forth Sector Development  
Outlook Project  
Community Evaluation NI  
Gannochy Trust  
Outfit Moray  
Royal Society of Edinburgh  
Voluntary Action Fund  
South Ayrshire Council  
Turning Point Scotland  
Redwoods Caring Foundation  
LTSB Foundation for Scotland  
South Ayrshire Council  
Big Lottery Fund  
Fife Council Social Work Service  
Partnership Drugs Initiative  
Scottish Health Council  
Signpost  
Prince's Scottish Youth Trust  
Youthlink Scotland  
Big Lottery Fund  
Highlands and Islands  
Enterprise  
Scottish Government  
Gannochy Trust  
Rosslyn Chapel Trust  
Fife Council Social Work Service  
Gannochy Trust  
Carr-Gomm Scotland  
Community Food & Health  
Scotland  
Community Evaluation NI  
Columba 1400  
Royal Society of Edinburgh  
Scottish Government  
Advocates for Animals  
Faith in Community Scotland  
SCVO  
Robertson Trust  
Venture Scotland  
Grampian Racial Equality Council

Jennifer Caine  
John Gray  
Jonathan Duncan  
Judith Lowes  
Judy Carey  
Julia Whitaker  
June Dickson  
Katherine Purvis  
  
Katrina Reid  
  
Laura Lebec  
Laura Sexton  
Laurene Mackenzie  
Lesley Mount  
Lesley Campbell  
Leyla Kerlaff  
Liz Simpson  
Liz Dahl  
Mark McLean  
Martha Lester-Cribb  
Maureen McGinn  
Michael Wilson  
  
Muriel Mowat  
  
Naina Minhas  
Nick Parkes  
Nick Cooke  
Pam Orchard  
Patrick Mbulu  
Paula McCormack  
Peter Johnson  
  
Rosemary Hill  
Ruth Kelly  
  
Sam Matthews  
Sam Patterson  
Sarah Campbell  
Shona Maguire  
  
Shelagh Young  
Susan Walker  
Vee Sheldrick  
Victoria Murray  
Zoe Smolka

Callander Youth Project Trust  
Framework  
Get Hooked on Fishing  
Comic Relief  
Community Transport Company  
Ailsa Horizons  
Home Link  
Edinburgh Community Food  
Initiative  
Community Food & Health  
Scotland  
Quarriers  
Scottish Government  
Paths for All Partnership  
Signpost  
Royal Society of Edinburgh  
Scottish Government  
NHS Lothian  
Circle  
Helplines Association  
Befriending Network Scotland  
Scotland Funders' Forum  
West of Scotland Regional  
Equality Council  
Scottish Independent Advocacy  
Alliance  
Nari Kallyan Shangho  
Callander Youth Project Trust  
Sons of the Rock Society  
Edinburgh Cyrenians  
Voluntary Action Fund  
Highland Hospice  
Muirhouse Youth Development  
Group  
Scottish Health Council  
Lanarkshire Association for  
Mental Health  
Charities Evaluation Services  
Cranhill Community Project  
Grampian Racial Equality Council  
Social Enterprise Alliance  
Midlothian  
Climate Challenge Fund  
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