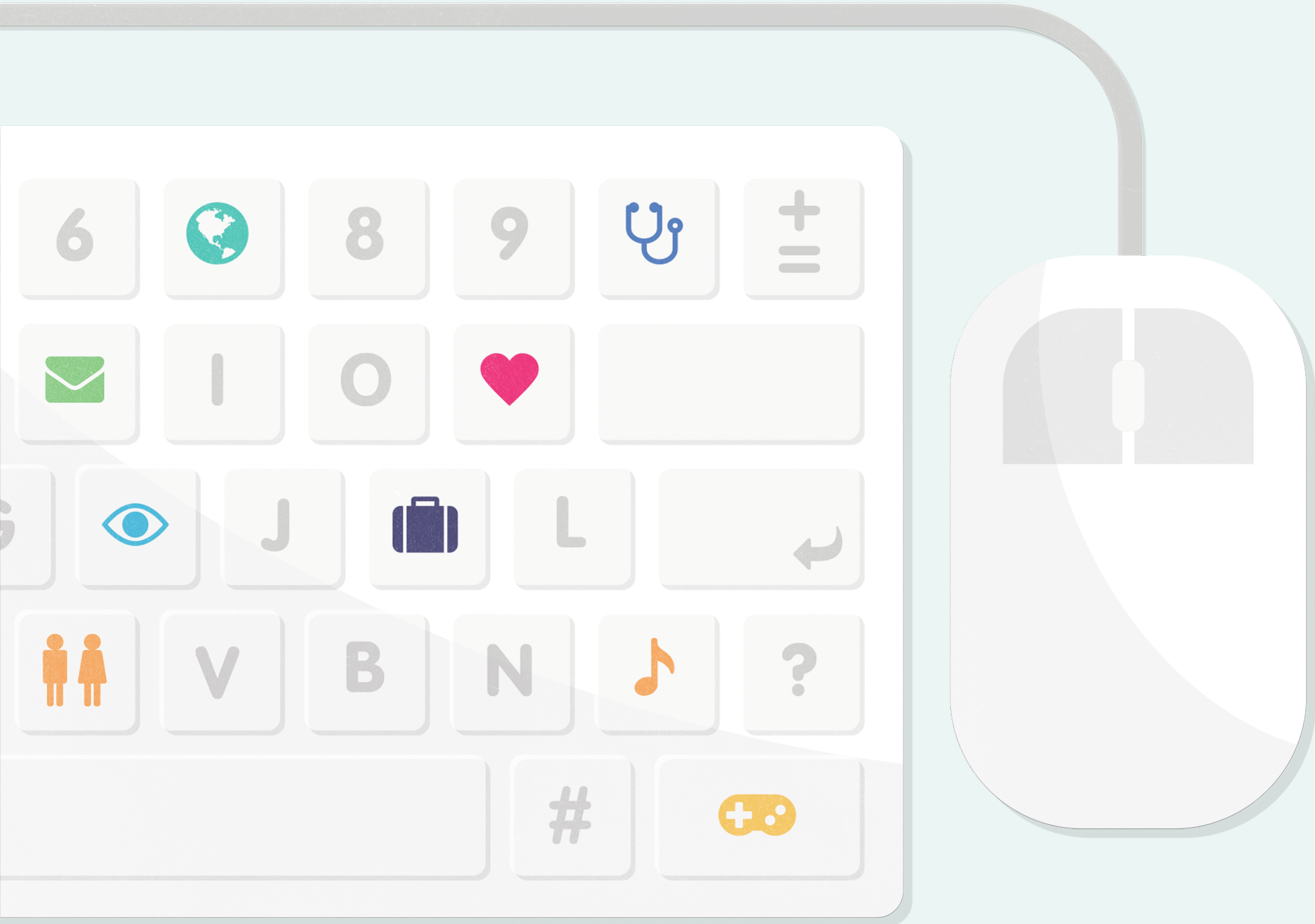
THE DIGITAL INCLUSION EVALUATION TOOLKIT:

REPORT TEMPLATE



Just Economics

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TITLE PAGE

PROJECT NAME

INSERT PUBLICATION DATE

INSERT AUTHOR NAME/ORGANISATION

TABLE OF CONTENTS

INSERT TABLE OF CONTENTS

EXECUTIVE SUMMARY

Summarise the report in 1-2 pages, include brief synopsis of:

- **PROJECT BACKGROUND**
- **EVALUATION METHOD**
- **MAIN FINDINGS**
- **KEY RECOMMENDATIONS**

1.0 INTRODUCTION

Write a short paragraph introducing the project and evaluation - e.g.

This report sets out the method and results of an evaluation of the 'Get Online' project in Tottenham, North London, for the 12 month period from 1 March 2014.

The report is divided into four main sections:

SECTION 1
Introduces the project and evaluation framework

SECTION 2
Sets out the evaluation method

SECTION 3
Summarises the main results and findings

SECTION 4
Outlines recommendations for improving project delivery and future measurement

1.1 PROJECT BACKGROUND

Provide brief background information on the project, including:

- LOCATION
- WHEN IT WAS ESTABLISHED
- MAIN OBJECTIVE(S)
- TARGET BENEFICIARIES

1.2 EVALUATION SCOPE

Set out the time period and activities that fall within the evaluation scope - e.g.

This evaluation is concerned with the 6-week long 'Get Online' courses for those aged 65+. All courses in the period from 1 March 2014 to 28 February 2015 are included in the evaluation

1.3 EVALUATION METHOD

Provide a brief context for the evaluation method - e.g.

The evaluation method adopted here follows the Digital Inclusion Evaluation Toolkit. A detailed description of the process undertaken for each step is set out in the next chapter.

2.0 EVALUATION METHOD

Brief introduction - e.g.

This chapter sets out, in detail, the process that was followed to collect evidence and inform the findings and recommendations

2.1 STAKEHOLDER ENGAGEMENT

(If applicable) Background info - e.g.

Stakeholder engagement is undertaken as the first step in the Digital Inclusion Evaluation Toolkit process to help identify the main changes for direct and indirect beneficiaries of the project. Primary stakeholders are those that either experience significant change or contribute in a significant way to the delivery of the project. Engagement at this stage is usually qualitative, with quantitative data collected in the next step once a comprehensive list of outcomes has been identified.

2.1.1 IDENTIFICATION OF PRIMARY STAKEHOLDERS

Describe process of identifying primary stakeholder e.g.

Describe process of identifying primary stakeholder – e.g. The evaluator identified all the stakeholders that the project has an impact on or are essential for delivery. A materiality test was undertaken to identify the primary stakeholders by considering which on the 'long list' are likely to have a significant impact or role to play. These are the stakeholders that will be included in the remainder of the evaluation.

The 'long list' of stakeholders as well as the results of the materiality test are set out in Table 1.

STAKEHOLDER	DESCRIPTION OF INVOLVEMENT/IMPACT	PRIMARY? (Y/N)	REASON
e.g. Course participant	Attends introductory internet skills course		Main beneficiary - should be experiencing significant benefit
e.g. Participant's family member	Some impacts as their family member (i.e. participant) is now able to use the internet		Impact on other family members likely to be only very small

2.1.2 STAKEHOLDER ENGAGEMENT AUDIT TRAIL

Description of process – e.g.

The primary stakeholders were identified as per Table 2 and engaged using the following methods.

[You may also want to include additional information here about why you selected a particular method of engagement – e.g. why interviews were deemed most appropriate for course participants and focus group for staff. This is particularly relevant if there are any ethical considerations that informed the choice of method].

STAKEHOLDER	HOW MANY TO ENGAGE?	METHOD?	WHEN?
e.g. Course participants	2 x elderly 3 x job seekers 2 x job seekers with children	Interviews	2-9 September
e.g. Project staff	3	Focus group	2-9 September

2.1.3 STAKEHOLDER ENGAGEMENT FINDINGS

Provide a description of the main findings from your engagement with stakeholders. This will usually be 2-3 paragraphs in length and should cover:

- Reasons for undertaking the project
- Main benefits and changes (positive and negative; intended and unintended) for each material stakeholder
- Strengths and weaknesses
- Any recommendations for improving project delivery

It can be helpful to include a theory of change diagram alongside your narrative description.

STAKEHOLDER	ACTIVITIES	OUTPUTS	SHORT-TERM OUTCOMES	INTERMEDIATE OUTCOMES	LONG-TERM OUTCOMES
OLDER PEOPLE	Introductory IT training Social engagement opportunity	Numbers of people trained	Improved confidence and motivation to use ICT Improved skills Knowledge/awareness of online services New opportunity for social engagement	Effective access (e.g. regular use of online communication) Increased 'electronic literacy' (e.g. self-teaching) New friendships	Reduced isolation (electronic communication) Reduced isolation (new friendships) Economic savings from access to products and services Improved quality of life (confidence, skills etc)

2.2 DATA COLLECTION

Brief introduction – e.g.

In this step, quantitative data is collected to evidence from a larger sample of beneficiaries how often the changes that were identified during stakeholder engagement are occurring and what the size of any observed change is.

2.2.1 OUTCOMES AND INDICATORS

Brief description of the outcomes and indicators that were identified – e.g.

From the stakeholder engagement in Step 1, the main outcomes (changes) are identified for each primary stakeholder that derives benefit from the project. For each outcome, at least one indicator is assigned. Indicators are the measurable expression of an outcome – that is, they tell you what evidence was required to know that an outcome had taken place.

Table 3 provides a summary of the outcomes and indicators for this project.

STAKEHOLDER	OUTCOME	INDICATOR
e.g. Participant	Increased IT skills	Percentage reporting they are able to carry out specified tasks online
e.g. Participant	Increased confidence	Proportion of participants reporting an improvement in their confidence levels before starting and finishing the course

2.2.2 DATA COLLECTION TOOL

Brief description of the data collection tool – e.g.

A baseline and endpoint survey was constructed for participants. Survey questions corresponding to each indicator were selected from the Digital Inclusion Evaluation Toolkit. Copies of the surveys are included in Appendix 1.

The baseline survey was constructed as 'paper and pen' survey as it was deemed that participants would not yet have the IT skills to successfully complete an online form. The endpoint survey was administered using Google Forms.

The draft surveys were piloted with XX to test for readability and clarity.

2.2.3 DATA COLLECTION AUDIT TRAIL

Brief description of how the survey was completed and the response rate – e.g.

Participants were asked to complete the survey at two points in time. A baseline – or starting point measure – was obtained by asking participants to complete the questionnaire in the first session. An endpoint measure was obtained by administering the survey again at the final session. Any participants not present at the final session were emailed a link to complete the survey in their own time.

Table 4 sets out the response rate for each survey.

STAKEHOLDER	SURVEY	METHOD	RESPONSE RATE
e.g. Course participant	Baseline	Paper and pen	83% (20/24)
e.g. Course participant	Endpoint	Google Forms	67% (16/24)

4.0 RESULTS & FINDINGS

This section sets out the results of your evaluation. It is generally advisable to use a combination of narrative (description), numbers and tables/graphs.

You will find that being honest in your reporting – that is, transparently reporting both where there is significant change and areas where progress may not be as fast or significant as you would hope – will lend credibility to your report.

You may want to start with a paragraph providing an overview of the main findings (e.g. overall assessment of the project, key areas of strength, key areas for improvement) and follow this with detailed sections on each stakeholder or outcome domain (e.g. confidence, IT skills, well-being).

E.g. The 'Getting Online' courses generate significant benefit to participants in terms of increasing confidence and reducing social isolation. Participants also reported improvements in IT skills. However, this improvement was not as significant as expected and some participants reported that they would have benefited from additional course time.

This section sets out the detailed results for each outcome domain.

4.1 IT SKILLS

Brief narrative description of finding and table summarising headline findings

5.0 RECOMMENDATIONS

Provide a succinct description of the main recommendations. These will in the main be concerned with how project delivery can be improved to maximise benefit to stakeholders.

You may also have recommendations for improvements to the evaluation process. A bulleted or numbered list is often best for summarising recommendations and you might want to split this into 'project' and 'measurement' recommendations. E.g.

As demonstrated in the previous section, the evaluation uncovered significant areas of strength for the project with IT skills improving substantially over the 6-week course and benefits also derived in the domains of confidence and well-being.

The engagement with participants and other stakeholders also uncovered several recommendations for how the project can increase the value it delivers to its beneficiaries. These are set out below:

1) Project length – Consider longer courses to ensure that learning is embedded. Some participants felt that after 6 weeks they were only just beginning to use the internet independently and without the course forcing them to keep practicing they might lose these skills again. An additional 2-3 weeks was the most common recommendation.

2) Course materials – Some participants with visual impairments requested that handouts be made available in larger print.

6.0 APPENDIX 1

PARTICIPANT SURVEY

Append a copy of all the surveys (baseline and endpoint) that were used. If multiple stakeholder groups (e.g. participants and local residents) were surveyed, include all surveys.