

# CREATIVE CLIMATE ACTION

## Project Evaluation Toolkit

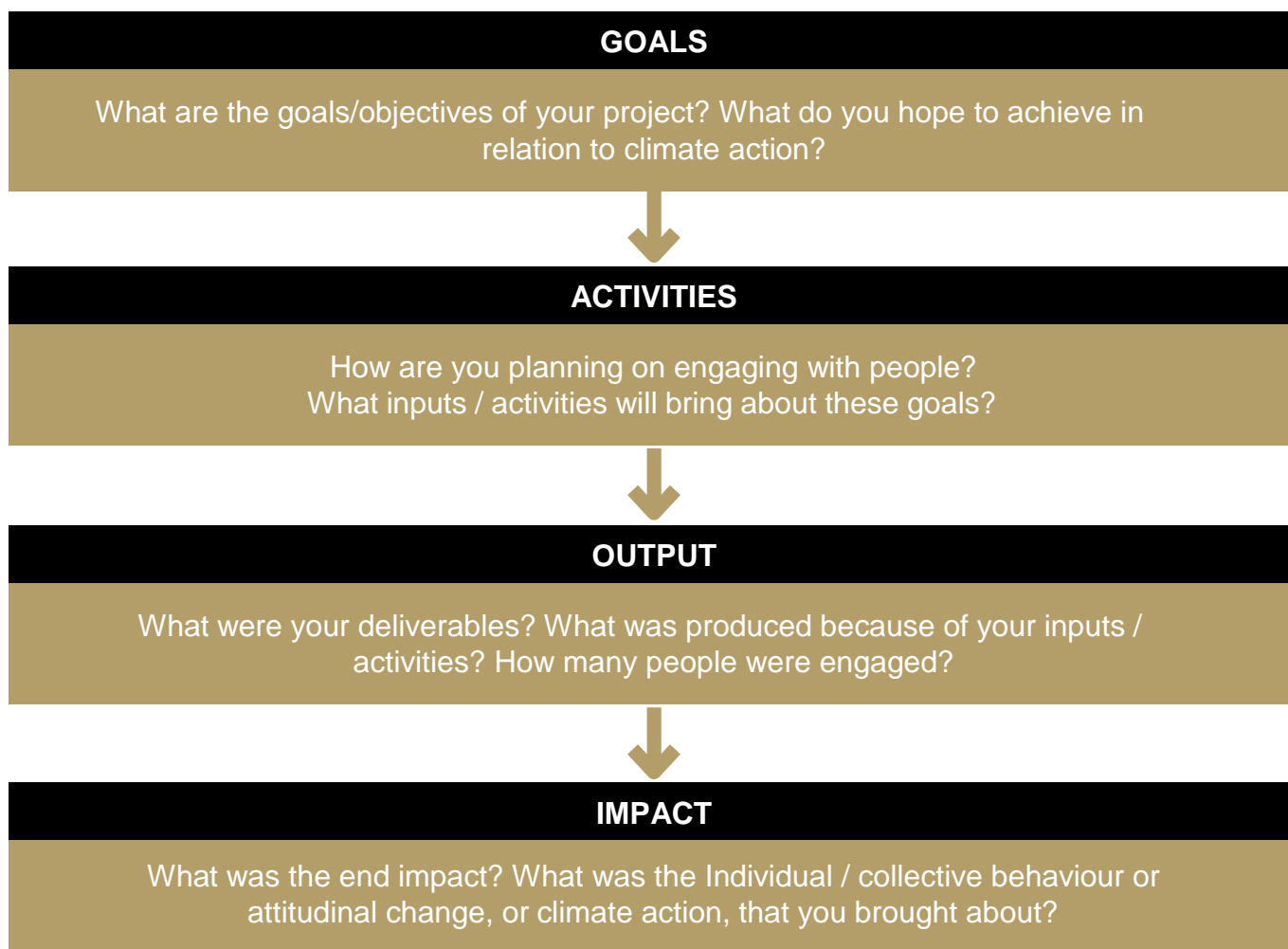
Climate Action and behaviour impact are essential components of the Creative Ireland Climate Action Fund. Each project will have identified the impact it wants to have on local community and wider society.

The Creative Climate Action Fund was designed to support creative, cultural, and artistic projects that build awareness around climate change and empowers citizens to make meaningful behavioural changes.

To know whether the projects and the Fund as a whole have played a role in bringing about climate action, we need to be able to identify and discuss the impact they had.

This toolkit is designed to help project teams capture that data, demonstrate the effect of your work and the results and learnings. Identifying the goals, outputs and impacts of your project is also important for the Creative Ireland Programme Final Project Report which will ask you to reflect on these (see Appendix 1).

## Definitions: Goals to Impact



## Building your Goal to Impact Journey

One of the Climate Action Fund projects has set out their goal to impact journey as an example (Appendix 2)

### Example of an Evaluation Framework for a Climate Action Project

	Food & Agriculture	Energy	Shopping, Recycling, Repair	Local Environment, Biodiversity	Resilience, Water, Flooding	Community Activation
Goal	Better food sovereignty at local level	Local area becomes 'energy efficient town'	Reduce consumption of everyday items	Improved natural environment	Improved resilience of coastal area to rising sea levels	Building network of community Climate Heroes
Activities	Communal Meal held in community	Exhibition highlighting energy use in community	Repair café held once a month over 6 months	Biodiverse garden planted in park	Installation highlighting rising sea levels	Website profiling local community climate actions
Output	People attend meal and gain awareness of local growers	100 people attend exhibition, increasing awareness of energy wastage	100 local items repaired and documented	Locals make use of and regularly visit the garden	Community engages with installation, becoming aware of sea level change	5000 visitors to website to read stories of climate action
Direct Impact – Behaviour Change	Attendee's report buying 10% of groceries from local producers instead of supermarket	20 households decide to retrofit to more eco-efficient energy	Individual begins repairing regularly rather than buying new	20 families plant their own biodiverse gardens	Community group empowered to discuss local flood prevention solutions	10 people report feeling more capable of taking action to address climate issues
Indirect Impact	Local producers see increase customers	Local council promotes retrofitting grants	Less waste in local refuse center	Notable improvement in local biodiversity as measured by council	Local authority awareness of flooding risk	Community reports less litter in public spaces

# 1. Goals:

In order to measure the impact of your activities, you first need to clearly identify the goals or objectives of your project. Are you aiming to change an attitude, encourage a behaviour, or empower people to act?

These changes can come about by facilitating an increase in one or more of the below factors:

- Capability - learning, training, given the tools to change
- Motivation - feeling more empowered to change or to take action
- Opportunity - barriers to change removed, more opportunities for action

## Your Goals:

**Identify what your project is aiming to change**

## 2. Activities

Your activities are the tools you will use to engage with people and bring about the changes outlined above. In the context of the Creative Climate Action Fund, there are a wide range of activities proposed including;

- Artistic or public works of art
- Films
- Workshops
- Communal meals
- Exhibitions
- Talks
- Blog writing / online storytelling
- Applications
- Websites

**What activities are planned for your project i.e. what are the activities which will help you to achieve these goals?**

### 3. Outputs

The outputs of your project are the interactions or engagements that arise from your activities. These will be different for each project and activity as you will have different priorities and expectations. There may be audience in attendance, number of participants or viewers of an event or online resource.

It is important to identify how you will record these key figures from the project outset, as they are indicators of the progress and reach of your project. They are also important in the context of the required End of Project Report.

Suggestions for Measuring Outputs:

- **Attendance at participatory activities:** For workshops or participatory activities, you should try to record the number of people participating by means of a booking form, sign-in sheet, or another method.
- **Attendance at ticketed, paid events:** It should be possible to count your attendance through your box-office data.
- **Attendance at activities that are free of charge – ticketed and un-ticketed:** If your event or activity is a free event you may wish to still record attendance through a free ticketing system such as Eventbrite or an equivalent, or in the case of an exhibition you might consider using clickers to count people as they enter.
- **Attendance at outdoor activities:** If you are reporting on free, outdoor events, the Irish Street Arts, Circus and Spectacle offers some good methods of counting attendance <http://www.isacs.ie/images/documents/ISACS-street-arts-handbook.pdf>
- **Attendance at online events:** If your event or activity is online, most platforms will enable you to track attendance, either for streaming or downloaded activities.
- **Website Engagement:** Website traffic to an existing site should be measured before and after your project to demonstrate any increases. Google analytics will allow you to track the number of visitors to your site. As well as users, you may want to track the number of returning **visitors** and **session duration/pages viewed** to understand the depth of engagement you are getting from your audience.
- **Social Media Engagement:** Social media engagement/followers through existing accounts should be recorded before your project, to demonstrate growth or changes in engagement.

Creating a table where you track figures week on week will allow you to document changes over the course of the project. Followers are not always an indicator of engagement but rather **Reach** and **Engagement** show how far your content is reaching.

If you are investing budget in your social media campaigns, track your organic and paid/promoted reach and engagement separately.

Tools such as [Hootsuite](#) provide insightful and up-to-date data on trends and social media/internet usage which may work as useful baseline. Tools like this should be built in from the start of a project.

Example of tracking online engagement (if using channels that existing already, record a baseline below).

Activity	Week 1	Week 2	Week 3
Facebook Reach	5872	5904	5922
Instagram Impressions	483	607	957
Twitter Mentions	12	15	37
Website Hits/visits (as per google analytics)	902	1103	1390

- **Radio / Newspaper / TV:** Keep a record of any media coverage your project receives across radio, print or TV. Capture coverage through links, video clips or clippings.

**What are your expected project outputs? How will you measure these?**

## 4. Impact

The impact of your project should relate to the goal or objective of your project. At a high level, The Creative Climate Action Fund hopes to see real behaviour or attitude change come about through the funded projects.

At the outset of your project, you will have identified the change in behaviour or attitude that you hope your activities will bring about. Your impact evaluation should measure to what extent this has happened and what the changes looked like.

Behaviour change is complex and it can be difficult to make long lasting social change through one project or campaign, because behaviour is influenced by internal and external factors, such as infrastructure, social norms, and economic context.

Changing attitudes however are also important to measure, as greater empowerment and self-belief are key to how we interact with the world, and problems, such as climate change, that we face.

Behaviour or attitudinal change can come about through a variety of ways including.

- Knowledge Development - learning how to change or take action
- Mobilise - finding more or better reasons to take action or change
- Experimentation and Co-creation - providing space for or removing obstacles to action or change
- Practice – gaining the skills to change or take action

Projects that are successful at changing behaviour or attitudes will usually have a clear understanding of the behaviour(s) or attitude they want to change, be focused on building knowledge, skills and abilities (capabilities); working with and within social contexts, daily routines and social norms (opportunities) and align with the lived decision-making processes of people (motivation).

### Evaluation tools and methods

Evaluating a project to see if you're making a real difference to people in the real world can be tricky because there are so many variables that can affect people's attitudes, motivations, and behaviour.

Although doing evaluation requires the use of some daunting research methods and tools, the overall purpose of evaluation is to help you ask questions about what's working, gather and, interpret evidence and to communicate important information about your project. Importantly, the ability to ask relevant questions and clearly communicate the answers at the right time to the right people in ways they can understand are key evaluation skills.

## Building a Baseline

When you are planning an evaluation, it can be tempting to wait until the project is nearly finished. However, evaluation should also really be considered from the beginning and used to inform your thinking at all stages.

**Collect Data at the Outset:** To evaluate behaviour change you should collect your data **before** in order to build a baseline of data and **after** your project to indicate the changes that have occurred.

At the outset of your project, ask your audience or participants a small number of simple yet effective questions about the change you want to examine. You can then contact the same group after the project to answer the same set of questions and reflect on their experience.

### Use National Statistics

If you don't have the ability to create your own baseline, resources like Eurobarometer can provide you with good data on many issues relating to climate change and climate action.

For instance, Eurobarometer tells us that 31% of Irish people regard climate change as the greatest problem facing the planet and 81% of Irish people now regard climate change as a very serious problem.

### Resources

[Eurobarometer](#)

[RedC – Climate Change Poll](#)

[Central Statistics Office](#)

## Asking the Right questions

Regardless of your evaluation method, the questions you ask your audience or participants will be essential to gathering good data and communicating the impact of your project.

Questions should be simple and focus on some core areas including

- How many people said their behaviour or attitude changed?
- What did those changes look like? Did they arise from:
  - o Capability - learning, training, given the tools to change
  - o Motivation - feeling more empowered to change or take action
  - o Opportunity - barriers to change removed, more opportunities for action

### Survey Monkey

Survey Monkey is a free resource to create in-person or online surveys. It is useful when you want to engage with a larger number of people or share a survey through email, your website or social media.

### Social Media Platforms or Polls

Using social media platforms to gather participants' responses or invite people to take part in your evaluation.

- Create polls through which people can vote
- Collect feedback through comments and replies.
- Use a unique hashtag to track the conversation happening online about your project

### Focus Groups or Workshops

For smaller groups or participant activities, you can use interviews or focus groups in-person or online to collect feedback or reflections on your project. Some suggestions include:

- Clearly identify who your participants will be. You might choose them on the basis that they have a certain topic in common or share some common experience.
- Choose a venue and environment that promotes a comfortable and open space for conversation and feedback.
- Develop simple, easy to understand questions for the focus group. Ensure the questions are conversational, clear, short and open ended. Avoid closed or leading questions.
- Establish some ground rules for the focus group to take place, e.g. listening respectfully to all participants and not interrupting.
- Assign a notetaker or, if the group is comfortable, making recording of the feedback.



**To help you identify the impact of your project, and to help the Creative Climate Action Team to assess the impact of the Fund as a whole, there are a number of questions we would like to be applied across all projects**

You can ask these questions through interviews, focus groups or a participant survey using a series of statements and a scale for responses:

*strongly agree – agree – neutral – disagree – strongly disagree*

1. I am more informed about climate change (*Likert scale*)
2. I feel more empowered to take action after attending/participating in this event (*Likert scale*)
3. The creative aspect of this project made me feel more engaged with climate action. If strongly agree - explain how (*Likert scale*)
4. Do you plan on taking action or making changes to your behaviour or lifestyle after attending this event / participating in this project? (*Multiple Choice Question*)
  - Yes
  - No
  - Unsure
5. If yes, what area do you plan on taking action? Please rank up to 3 (*Multiple Choice Question*)
  - Plan, buy and prepare food to reduce climate impact and avoid waste.
  - Making more environmentally conscious decisions around my travel and transport
  - Planting for biodiversity or working towards better green spaces
  - Avoid wasting heat and energy in my home.
  - Taking action to address water waste or flood prevention
  - Shop in a climate conscious way, buying less or products that can be recycled or reused.
  - Be involved with groups focused on climate action and supporting the environment
  - Other, please specify

**What is the behaviour or attitude your project is trying to change? How will you measure the extent to which the change has taken place? How will you capture what this change looks like?**

## Appendix 1: Final Report for The Creative Ireland Programme

*Per the terms of the Service Level Agreements, each project must submit Final Project Report. The toolkit should help you complete this.*

This Report must include the following information:

1. Executive Summary;
2. Introduction/background;
3. Outline of team and key participants;
4. Outcomes and outputs;
5. Public Engagement outcomes, e.g., levels of audience engagement and participation (if appropriate), media coverage, social media analytics, etc;
6. A summary of the project evaluation on the impact on attitudes in relation to climate action and associated behaviour change.
7. Provide a selection of high-quality images (with all permissions in place) and/or digital video content for promotional purposes by the Creative Ireland Programme Office

### 8. Additional Findings

**(answer only if relevant, not all projects need to reflect on all question)**

- a. Please outline any learnings from the internal project team
    - i. what worked/didn't work
    - ii. What other partners did you connect with or learn from
    - iii. What was the key moment of impact for your project
  - b. Creative Reflections
    - i. Explain how you balanced the goal of climate action with the creative process and the value of the artistic output
    - ii. Outline the role of the artistic / creative practitioner of the project
    - iii. Artist Feedback or Reflection
9. Breakdown of costs;
  10. Conclusion.

In advance of the submission of the Report, the Grantee will submit a draft copy for review by the Department. The Report may be published universally by the Department within six months of submission and approval. A copy of the report will also be made available to DECC.

Appendix 2: Example: Corca Dhuibhne Inbuanaithe 2030: Goal to Impact Journey

<p><b>Goal</b></p>	<ul style="list-style-type: none"> <li>▪ To shift attitudes and values within the farming community on the Dingle Peninsula around the role that agriculture plays in Ireland’s carbon footprint.</li> <li>▪ To support the farming community in transitioning to less carbon intensive methods, including approaches that sequester carbon and support biodiversity.</li> <li>▪ To create an understanding in the wider community about the challenges that farmers face, thus creating a more supportive environment in which farmers can diversify.</li> </ul>
<p><b>Activities</b></p>	<ul style="list-style-type: none"> <li>▪ Trust and relationship building for co-created process (e.g. meetings, engagements, joint decision-making, social events).</li> <li>▪ Recruitment of embedded artist and ten local farmers (brief/fliers, open call, selection process).</li> <li>▪ Design of data collection, reflective learning/evaluation process (co-created).</li> <li>▪ Eight capacity building experiential site visits for the ten farmers and artist, inside and outside of the farming sector.</li> <li>▪ ‘Life on the farm’ experience for artist, at the busiest times of the farm year.</li> <li>▪ Creative engagement between artist and farmers (e.g. interventions, workshops, graphic harvesting)</li> <li>▪ Creative engagement with wider community (e.g. three public events, creative workshops).</li> </ul>
<p><b>Output</b></p>	<ul style="list-style-type: none"> <li>▪ Development of trust and co-created process (tracked through: table of interactions).</li> <li>▪ As an embedded artist project the creative outputs will be defined later in the process.</li> <li>▪ A flexible process of reflective learning and evaluation with the ten farmers, artist, and coordinating team (e.g. workshops, surveys, interviews, journals, records – to capture baseline and ongoing data, and current learning).</li> <li>▪ A co-produced written learning brief documenting what happened, what worked/didn’t work, and highlighting achievements, challenges and lessons learnt (disseminated on-line, views tracked)</li> </ul>
<p><b>Direct Impact – Behaviour Change</b></p>	<ul style="list-style-type: none"> <li>▪ The ten farmers will have increased their understanding and acceptance of the need for diversification, and they will have begun to make some effective changes on their farms (tracked through: baseline/mid/end project surveys; reflective learning interventions).</li> <li>▪ The wider community on the Dingle Peninsula will have gained a better understanding of the challenges faced by the farmers, the options open to them, the supports required, and how the participants are beginning to make the transition (baseline/end of project street surveys; event feedback; comment boxes; filmed vox pops; testimonials/stories).</li> </ul>
<p><b>Indirect Impact</b></p>	<ul style="list-style-type: none"> <li>▪ We will have identified effective ways of engaging with the farming community to support them in addressing the challenges of climate change, this learning will have been shared with other communities and stakeholders nationally and will influence both policy and practice in the area (testimonials from communities, stakeholders and policy makers with whom we will have engaged; monitoring of policy &amp; practice developments over time).</li> <li>▪ The embedded artist will have deepened their practice (personal reflections) and shared learning with artistic community.</li> <li>▪ The engaged researcher &amp; institution will have developed a better understanding of creative engagement practices which will inform future research and engagement activities (learning briefs)</li> <li>▪ The Dingle Hub will have developed skills and knowledge relating to creative engagement practices which will inform proposals &amp; projects (tracking same)</li> <li>▪ The experience and learning from this project will have influenced the development of other creative climate action projects (testimonials from emerging projects).</li> <li>▪ The experience and learning from this project will have influenced the development of other creative climate action projects (testimonials from emerging projects).</li> </ul>