

# Core skills toolkit: Real world evaluation

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7 August 2025

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# Introduction to the capability development resources

## Funding Guide

*designed to help your community group or not-for-profit organisation apply for funding.*



## Core skills toolkit

*A practical, easy-to-use toolkit of resources and insights to help new and small community groups or not-for-profit organisations thrive.*



## Capability support wheel

*A signposting tool designed to help community organisations find development resources through universal, tailored and targeted support.*



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# Introduction to the core skills toolkit: evaluation



**Audience:** new and small community groups.

**Topics:**

- Community engagement
- Te Tiriti
- Strategic planning
- Evaluation and measuring impact
- Communicating your work
- Working in a culturally responsive way
- Wellbeing / Hauora

**Content:**

Each section covers why this is important, how to get started and a curated list of resources and templates

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## We will cover

- Starting points
- Focusing evaluative effort
- Three frames
- Core ingredients
- Useful resources
- Q&A



Image: photo by Toby Hall on Unsplash

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# Please write in the chat

Any pātai/questions you may have about evaluation

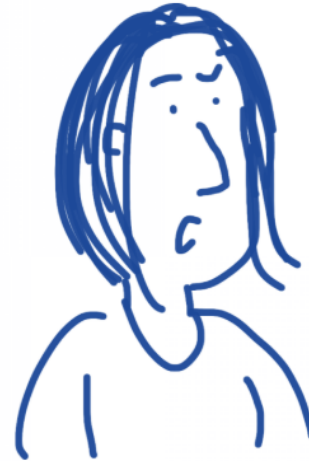
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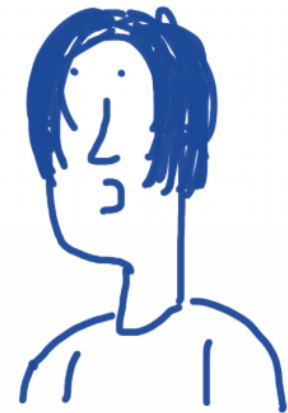
# Starting points and mindsets - what is evaluation to you?

- The process of assessing merit, worth, significance
- A way to see how you are living your intent, your values, a way to test your assumptions
- Involves asking good questions
- Planned collection of information to respond to those questions
- A way to evidence progress, value and impact
- About testing, learning and adapting together

You say your program works but why should I believe you?



Because I have evidence.



# Core value

Creating feedback and learning loops

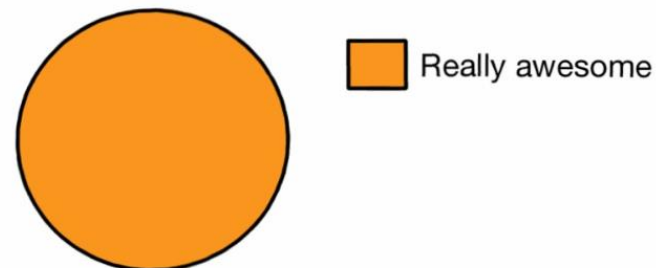
Does anyone else feel like we could do better?



Image: freshspectrum.com

An evidenced way to tell your impact story

Figure 1. How awesome we are



SOURCE: Because we said so

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# Focus your evaluative effort

- What needs to be evaluated? When?
- What for (purpose)? Who for?
- Evaluation questions – what do we want to know?
- Methods that will provide the information
- Who needs to be involved and how (directly, indirectly, who just needs to know)
- Resources needed for evaluation
- Timeline
- How results will be shared with who

I'm not a visual person.

So I will deliver my report in song,  
hit it boys.





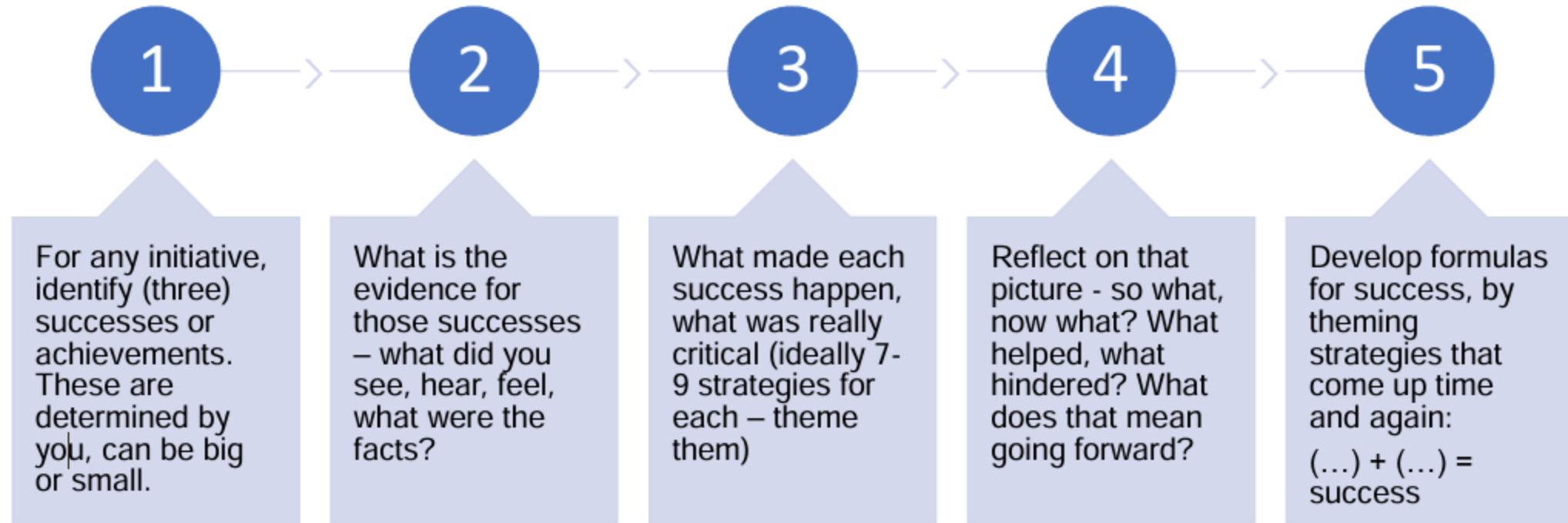
# Three evaluation frames

1. What – so what – now what  
(monitoring, evaluation, learning)
2. Success – evidence – strategies (SES)  
(Kataraina Pipi)
3. Using a metaphor

# A common frame

What?	So what? Based on evidence	Now what?
<ul style="list-style-type: none"><li>• what are we doing/did we do?</li><li>• with whom?</li><li>• what change/outcomes are we seeking (for whom)?</li><li>• what would success look like (short term, longer term)?</li></ul>	<ul style="list-style-type: none"><li>• what happened?</li><li>• what changed, for whom (outcomes)?</li><li>• how well did we do it (quality)?</li><li>• successes, progress, failures, challenges</li><li>• what made the difference?</li><li>• what else have we learned (insight for action)?</li><li>• implications, recommendations</li></ul>	<ul style="list-style-type: none"><li>• what next?</li><li>• how will we apply findings and learning?</li><li>• what will we do differently?</li><li>• how will we share findings, and with whom?</li></ul>

# Success - Evidence – Strategies (SES)



# Metaphor – seed to harvest



Image: Tūhono Impact from [Community Aotearoa](#)

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# Core ingredients



**Intent or goals** to evaluate against and/or outcomes to uncover.

Tohu/signs of progress and success.



**Evaluation and learning questions** – what you want to know, for example:

- what have we done, with whom
- what has changed as a result, and to what extent (and how do we know)
- what have we learned about X and Y.



**A range of information** that respond to the evaluation questions

- activity data – what you did with who, how much
- feedback – participants, staff, partners
- regular reflection and learning sessions.



**A sense of what 'good' looks like**, e.g.:

A rubric or progress rating reflecting progress or contribution against goals.

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Visuals can be powerful





# Resources

Explore some evaluation resources

## Resources to explore

[Tūhono Impact](#) - a new resource by Powerdigm, for communities to measure and share social impact

[What Works](#) – a resource for community kaupapa to know and show the difference you make, recently updated

[Niho Taniwha](#) – Auckland Co-Design Lab, drawn from mātauranga Māori, a whānau to system learning framework

[Success – Evidence - Strategies](#) by Kataraina Pipi

[Te Pūaha Talks – an introduction to evaluation](#) by the Centre for Social Impact - Three talks, presentations and resource kete:

1. key ideas and useful frameworks
2. getting to value - how can we know what 'good' looks like
3. tools to gather data and capture learning

[Showing impact – a toolkit for Auckland local board funded groups](#) Nadine Metzger, Julie Radford Poupard and Janet Tupou, Point and Associates (Aotearoa) Ltd

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# Q&A

Please put any **pātai/question** in the chat

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