



Why did we get involved in this peer learning programme?

We were keen to evaluate our COVID-19 related activities in order to help us plan delivery in the future.

We were looking to answer practical questions about our service, such as:

- Should we continue with online sessions for motorcycle maintenance and Workshop Workouts? What was good about these sessions?
- How can we better reach young people? What are the difficulties to engaging online for young people? What platforms work best? What days and times? etc

What are we learning about our work through this crisis?

a) Our online sessions made a positive difference

For those who did take part in online maintenance and fitness classes there were benefits in health and learning. Also, the sessions helped young people keep in touch with friends.

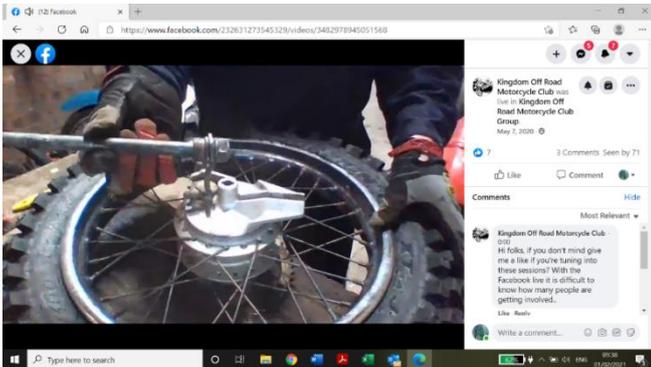
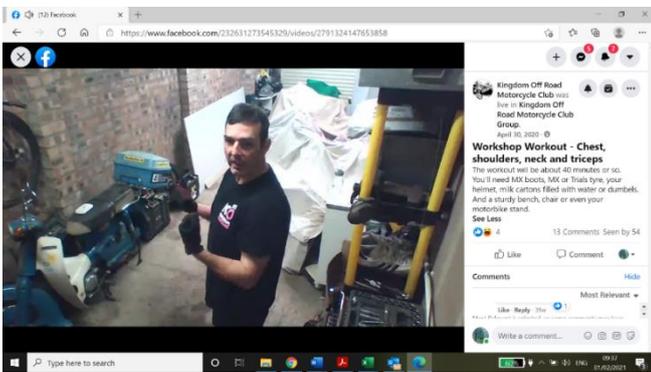
We used Facebook live and Zoom online and have **captured posts and comments**. We analysed these comments which told us those who attended, enjoyed the session. Comments included "Great session, we learnt a lot"; "good workout"; "Thanks"...

Moving from crisis to recovery - case study

This case study may be of interest to any third sector organisation who is having to adapt and learn as they go in uncertain times.

In 2020 Evaluation Support Scotland (ESS) supported eight projects affected by the COVID-19 crisis to evaluate and learn about their response to the crisis. The aim of this support was to strengthen their response and their recovery, by improving what they do or guiding future plans and strategies. This work was supported by the National Lottery Community Fund.

Kingdom Off Road Motorcycle Club help to keep communities safer by providing a controlled environment for off-road motorcycling. They help with positive development of young people through motorcycle related activities. During the Covid-19 crisis they moved some activities online such as Motorcycle Maintenance courses and off-road motorcycle related fitness sessions for young people and paused other activities. **David**, Project Manager, shares his learning.



We also sent out a **survey** to ask people what was good about the sessions and what platform they would like us to use for future sessions.

Feedback from 15 responses showed us:

- Respondents wanted the sessions to continue, with 83% wanting sessions once a week and the remainder once per month
- The topics of most interest were changing pistons, tyres, cleaning carburetors and fixing brakes
- The platform preference was Zoom 50%, followed by Facebook, then MS Teams
- 73% were keen to have the option to link it to Youth Scotland qualifications

b) Some young people did not engage with the sessions

I initially thought that, because young people are so tech happy, the uptake would have been better. It's surprising how many young people didn't engage with the

opportunity. We are currently asking **more detailed questions** about why this is and what the barriers might be. Our participant lists show that we didn't have many disadvantaged young people taking part.

A few young people said on the survey they never knew it was on. Our lesson here is not to assume that everyone will read our Facebook posts. A couple of young people said they were too shy for Zoom. Other young people didn't know why, but we think it may have been to do with a lack of access to a device and wifi.

How is this helpful to our project?

Evaluating our online delivery sessions has helped us to **improve** what we are running now (during the second lockdown). We are also trying to keep evaluation near the top of our agenda. We have now arranged weekly online sessions and will advertise these sessions more, through different ways, not just Facebook. We are also now looking to link it to Youth Scotland Qualifications, based on feedback from young people.

An unexpected outcome from the survey, was that 93% of respondents would be happy to give a donation for the sessions.

We're also considering **different methods** for collecting more data. We're trying to capture responses from beneficiaries in different ways, not just through surveys. For example, we have started to capture comments from young people when we have conversations with them. Although only 15 people replied to the survey, we have now had conversations with several other parents and young people.

This is something we will continue to ask

during coaching sessions and other activities. We will also add information about our online basic mechanics to the initial information which we share with people who make enquiries.

David's tips for others

Allocate **time** to evaluate your COVID-19 activities and get other **staff on board** to help. Explore different platforms and technology, which can save time and make it easier for people to engage with you (e.g. Facebook groups).

Don't discount **informal comments** and anecdotes, but remember to record it. If they are not written down they could be lost for ever.

Make use of **video and photographs** as evidence. As they say, a picture paints a thousand words.

February 2021

Contact details

If you would like ESS's support please contact us at:

info@evaluationsupportscotland.org.uk

You may copy or use this publication in part or whole for non-commercial reasons with the exception of photographs, but you must credit Evaluation Support Scotland.