

Evaluating the impact of a partnership case study

In 2021, ESS ran **Working Together Better** - a peer learning programme to help third sector organisations and their statutory sector partners to **evaluate** and **learn** about the **impact of their partnerships** during the Covid-19 crisis.

In this case study, Gemma from **Glasgow Kelvin College** and Amanda from **Leonard Cheshire** share their experiences of evaluating the impact of their partnership and how they plan to use the learning.

Glasgow Kelvin College and Leonard Cheshire worked together on the Can Do project to provide opportunities for young people with additional support needs to develop and gain skills whilst building their confidence.

"We came on board to work on how we can do things better in the future and how we can strengthen our relationship for the greater good"

The two organisations used the ESS Evaluating Partnerships tool to identify **four partnership outcomes** that they achieved that led to better outcomes for students. The evidence of these outcomes came from internal reflection and student feedback. They were that the partners:

- ✓ **Helped each other think outside the box during challenging times** *"We helped each other adapt our project to deliver online with a new intergenerational focus. It brought light in darker times!"*
- ✓ **Supported each other to learn about emerging needs** *"We shared information with each other about our participants' needs and as a result our work became much more focused on mental health and inclusion during the pandemic"*
- ✓ **Opened up new opportunities for each other as partners** *"We used and shared resources and contacts which we hadn't done before the project"*
- ✓ **Improved learning and teaching processes along the way** *"We became better at sharing information about students. We reviewed our delivery and simplified as much as we could to allow students to engage"*

This enabled them to make a positive impact on their participants. For example,

- ✓ **Participants felt included during difficult times** *One person told us "These sessions are a reason for me to put my best shirt on"*

Next steps:

- ✓ The partners have already **developed more projects together** and broadened our work to involve other agencies in order to provide additional opportunities for young people
- ✓ They have already begun **simplifying our processes** so there is less demand on students to complete paperwork
- ✓ They are working on **other ways to get feedback** from students and not just leave this to the end of the project

Final thoughts. Amanda and Gemma found that partnerships work well when:

- **Partners have shared values** and perspectives. *“We both take a reflective approach and are driven by positive outcomes for our participants”*
- **They are mutually beneficial for each of the partners** *“We know we both benefit from being involved in the partnership and we can now show that”*

Final words:

*“Reflecting helped us to see the **magic moments**. We gathered emotions from students along the way (both positive and negative) and shared these with each other. We suggest having **open conversations** to evaluate your impact on each other”.*

The **Working Together Better** programme involved:

- two half day peer learning sessions
- two one-to-one tailored sessions with ESS

For more information visit our [Evaluating Partnerships](#) page, where you can access the ESS guide on how to evaluate the impact of partnerships.

This work was delivered in partnership with SCVO. You can find out more about the Strengthening Collaboration programme [here](#).



Evaluation Support Scotland
info@evaluationsupportscotland.org.uk
www.evaluationsupportscotland.org.uk

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