

FOOD LEARNING FORUM

WHAT IS THE RECIPE FOR SUCCESSFUL MONITORING AND EVALUATION?

28 APRIL 2022



STUDENTS
ORGANISING FOR
SUSTAINABILITY
UNITED KINGDOM

Session objectives

- Build a shared understanding of what monitoring and evaluation is and how it can be included within project plans
- Members to share how they are monitoring and evaluating their work
- Build picture of shared challenges faced by this work and use expertise of the group to explore solutions or identify further support needed, through FLF or other avenues.

Agenda

When	What
1:30	Welcome & introductions <ul style="list-style-type: none">• Purpose of the session• Agenda• Introductions• Name & organisation in the chat box
1:35	Presentation: Monitoring and evaluation - How, what, when and who? <ul style="list-style-type: none">• Mapping: Defining the changes you seek and how you'll achieve them• Measurement: Developing an evaluation plan
2:25	Case studies: <ul style="list-style-type: none">• Students Organising for Sustainability UK• Alexandra Rose Charity
2:40	Q&A
2:55	Group discussion with Miro board - [3 groups] <ul style="list-style-type: none">• What is your approach to monitoring and evaluation currently - do you do it, and if so, how?• What pitfalls and challenges have you experienced with this work to date?• What solutions exist to overcome these in the future?
3:30	Feedback
3:40	Next steps and close

INTRODUCING KEY CONCEPTS

What is impact?

Impact is the **difference** you make

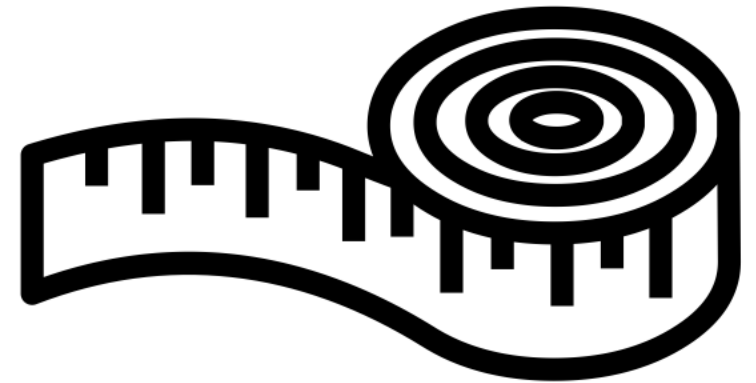
Can be thought of as **change**

We're interested in methods and approaches you can use to find out whether your activities and interventions are:

- Making the difference you intend to
- Making unintended differences
- How big a difference they've made

“The sustained effect of an activity on individuals, families and communities”

New Philanthropy Capital



Impact measurement cycle



<https://www.inspiringimpact.org/wp-content/uploads/2018/01/Code-of-Good-Impact-Practice.pdf>

Monitoring, evaluation and impact

- Monitoring and evaluation is often used to describe measuring impact
- But what's the difference?

MONITORING IS...

...tracking your progress throughout delivery, against key indicators you have set / your objectives.

EVALUATION IS...

...reflecting on and assessing your progress at key points, looking at what you've achieved and what lessons you can learn.

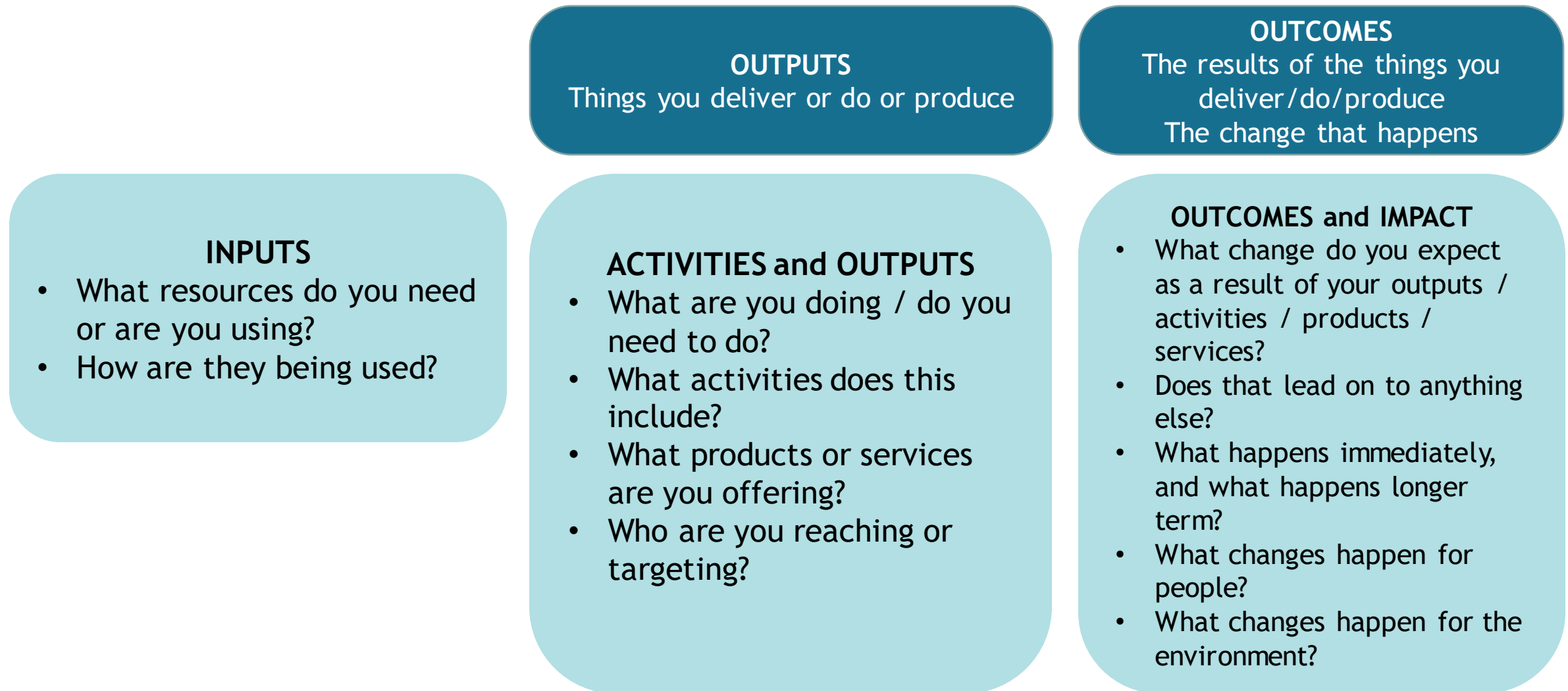
It draws on monitoring and other data.

MAPPING

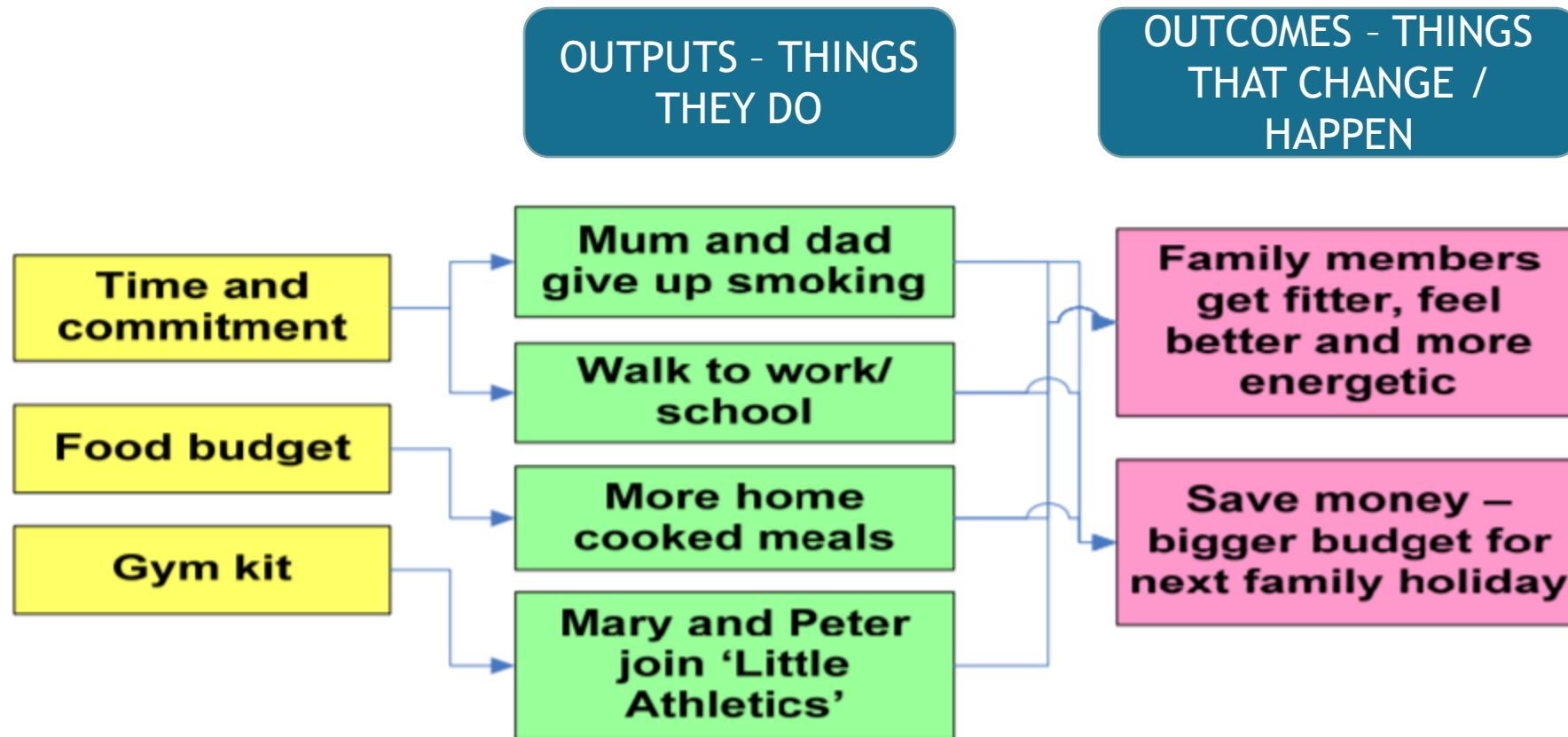
WHAT IS THE RECIPE FOR SUCCESSFUL MONITORING AND EVALUATION?



What, or who, are you going to monitor and evaluate? Logic models

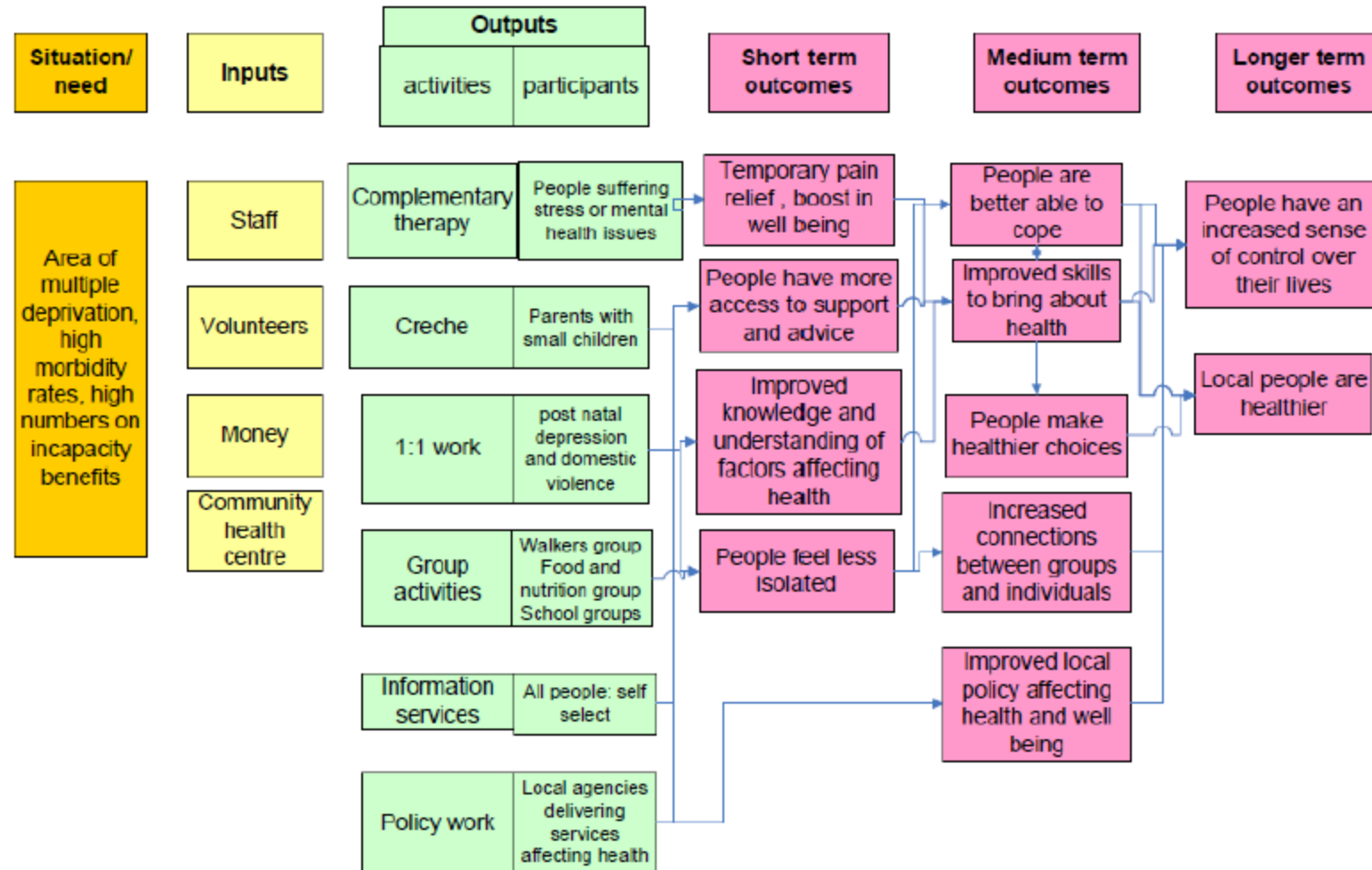


Example logic model: Jones' family getting fit



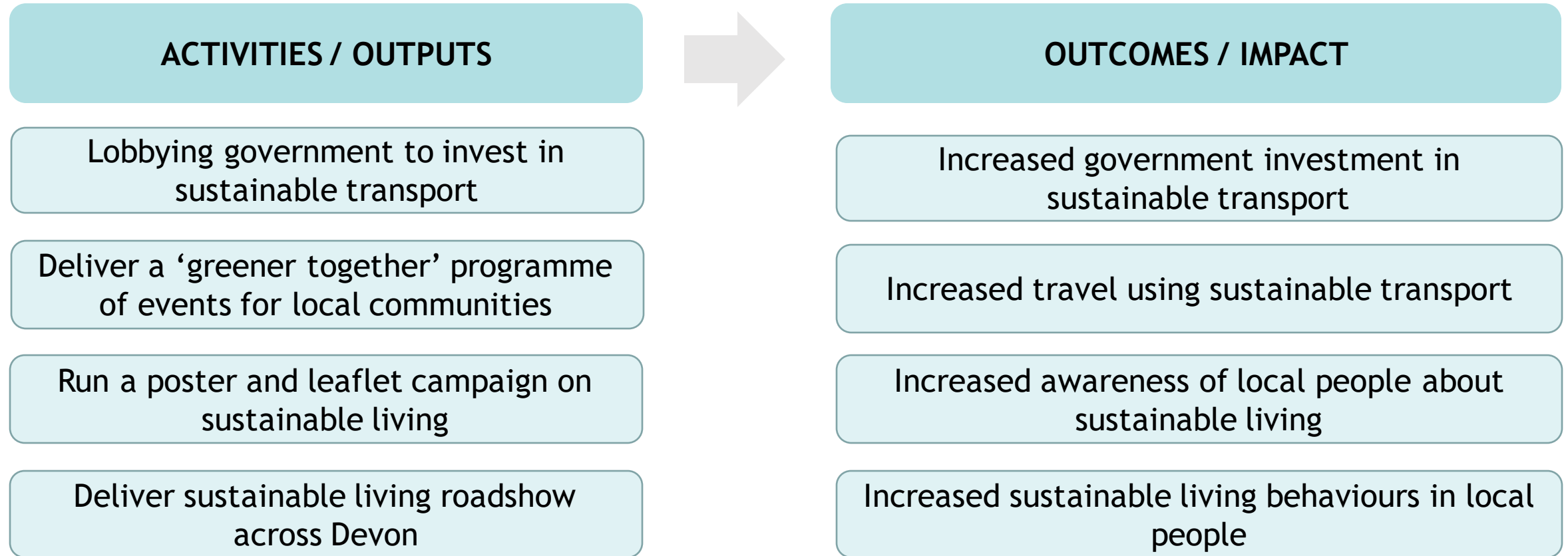
Source: Evaluation Support Scotland

Example logic model: Glasbergh Health Project



Source: Evaluation Support Scotland

Logic model: Increasing sustainable living in local communities in Devon



Discussion

- Do you use a logic model (or other mapping) approach to define your project/campaign/organisation outputs/activities and outcomes?
 - Can you share any examples of how you've used this process within your organisation?
- If you're new to the approach, can you describe a project or campaign your organisation is running or developing using the model?

MEASUREMENT

WHAT IS THE RECIPE FOR SUCCESSFUL MONITORING AND EVALUATION?



Before you get started, think about...

- Circumstances, characteristics and abilities of people or things you're 'measuring'
- Nature of the work you're evaluating
- Who you can gather evidence from
- What information might already be available
- What level of evidence you need

From mapping to measurement

Once you've set out your outputs and outcomes, the next stage is thinking about how you will know whether you're achieving them...

	QUESTIONS	DATA TYPES / PROCESSES
ACTIVITIES/OUTPUTS	<ul style="list-style-type: none">• Are activities being delivered as planned?• Are they delivered to the required/agreed standard?• Are we reaching the right people?• What factors are affecting take up?	<ul style="list-style-type: none">• Recording activities• Checking satisfaction• Quality checks• Recording participation• Asking participants
OUTCOMES / IMPACT	<ul style="list-style-type: none">• Are we making a difference?	<ul style="list-style-type: none">• Collecting information at the beginning and the end

What to measure?

- Indicators are things you measure to help you understand your impact
- Identify indicators for outputs and outcomes, but remember to think about how measurable they are
- **Note - indicators do not have direction, but targets do**

OUTCOME TYPE	EXAMPLE OUTCOME	POSSIBLE INDICATORS
Hard outcomes <ul style="list-style-type: none">• Measured in numbers• Usually have straightforward indicators	More unqualified school leavers move into work or education	<ul style="list-style-type: none">• Number of unqualified school leavers in education• Number of unqualified school leavers in paid work• Number of unqualified school leavers in unpaid work
Soft outcomes <ul style="list-style-type: none">• More difficult to measure• Use indicators which may reasonably show whether outcomes are being achieved or not	Young people have increased self-confidence	<ul style="list-style-type: none">• Ability to participate in group activities• Ability to express views clearly• Body language• Willingness to try new things

Source: Evaluation Support Scotland

Collecting your data

When evidencing what you're achieving with your project, there will be lots of different kinds of data you can collect.

Where possible, try to capture different kinds of data

QUANTITATIVE DATA

Usually involves numbers e.g. How many people did things?

QUALITATIVE DATA

- Involves collecting stories and experiences
- What do people think, feel, what difference did their experience make to them and how could it have been better?

SUPPORT RESOURCES AVAILABLE AT:

<https://evaluationsupportscotland.org.uk/resources/ess-resources/ess-evaluation-methods-and-tools/>

- To gather quantitative data
 - Energy/waste/water/carbon data
 - Closed survey questions (yes/no, 1-5, checkboxes)
 - Records of participation
 - Experiments or fieldwork
- To gather qualitative data
 - Open survey questions
 - Reflections
 - Minutes from a meeting
 - Observation
 - Interviews
 - Literature/documentary review

More about indicators

- There's often confusion between indicators and targets
- Indicators are what you measure, targets set goals for what you want to achieve

PROJECT	INDICATOR	TARGET
OUTPUT / ACTIVITY: Deliver a summer school for young people aged 9-10	<ul style="list-style-type: none">• Number of young people completing a summer school	<ul style="list-style-type: none">• 150 young people complete a summer school
OUTCOME: Improve reading proficiency among young people aged 9-10	<ul style="list-style-type: none">• Reading proficiency levels	<ul style="list-style-type: none">• 10% more young people aged 9-10 achieve reading proficiency level 6

Developing an impact measurement plan

QUESTION	ACTIVITIES / OUTPUTS	OUTCOMES / IMPACT
What are we monitoring / evaluating? (What is the indicator?)		
How will we measure it?		
When will this take place?		
Who needs to be involved?		
What resources are needed?		

Tips for developing your measurement plan: focusing on outcomes

	CONSIDERATIONS FOR OUTCOMES
What are we monitoring / evaluating? <i>(What is the indicator?)</i>	<ul style="list-style-type: none">• What would good look like?• Make a long list and refine to a few thinking about what's most important, what's easiest to measure and which are most likely to occur• Don't pick too many indicators
How will we measure it?	<ul style="list-style-type: none">• Refer back to your selected indicators• Try to think of ways to measure that will fit in with everyday delivery - make it as easy as possible• Think about the circumstances and characteristics of any people you're collecting evidence from• What information you already collect and how - and how this can be adapted• Think about different kinds of evidence - things you observe, things you're told, records you keep, external statistics, awards and standards
When will this take place?	<ul style="list-style-type: none">• What level of evidence is needed vs what's appropriate for the activity• Is longer term evidence needed?

Example - Sustainable living in Devon - outputs

OUTPUT	INDICATORS	WHAT DATA WILL WE COLLECT DATA?	WHEN WILL WE COLLECT THE DATA?	WHO WILL COLLECT THE DATA?
Meetings to lobby the government to invest in sustainable transport	<ul style="list-style-type: none"> • Number of meetings • Focus of meetings • Profile of attendees (role, political party/ organisation) 	<ul style="list-style-type: none"> • Email calendar • Meeting minutes 	Ongoing	Project team involved in meetings
Reports on policy options for sustainable transport	<ul style="list-style-type: none"> • Number of reports • written • Topic of reports 	<ul style="list-style-type: none"> • Publications log 	Ongoing	Project team involved in reporting

Example - Sustainable living in Devon - outputs

OUTCOME	INDICATORS	WHAT DATA WILL WE COLLECT DATA?	WHEN WILL WE COLLECT THE DATA?	WHO WILL COLLECT THE DATA?
Improved awareness of recycling facilities	Whether or not people know where to recycle: <ul style="list-style-type: none">• glass• paper and card• batteries• plastic• unwanted clothes	<ul style="list-style-type: none">• Online quiz sent via council newsletter	Ongoing	Council will send out the quiz Project team will design the quiz

Activity: Developing a measurement plan

Volunteers with a campaign/project in need of a monitoring / evaluation plan needed!

- Within the group, volunteers will describe their campaign/project outcomes and the activities they're delivering to achieve those
- Work through the questions as a group to develop the measurement plan.

Access the measurement template here:

https://bit.ly/FLF_2022

Feedback

How did you find the process?

What aspects did you find difficult?

CASE STUDY: STUDENT EATS

Student Eats

- Help establish new student-led social enterprises selling sustainable food on university and college campuses
- 5 year project, 2016-2021
- One of 31 projects within Our Bright Future, a £33 million programme funded by the National Lottery's Community Fund and managed by The Wildlife Trusts
- In collaboration with Sustain and The Soil Association
- Project outcomes:
 1. 65 new student led social enterprises established
 2. 5-7% improvement in pro environmental behaviour
 3. 2500 young people's employability skills improved
 4. Over £150,000 food sustainable food traded
 5. Over 10 tonnes of surplus food diverted from landfill



- ⇒ 65 student-led social enterprises
- ⇒ £150,000 sustainable food sold
- ⇒ 11t of food diverted from landfill

- ⇒ 58 food growing sites created or improved
- ⇒ 3100 students with increased skills
- ⇒ Over 37,000 hours volunteered



How we measured our impact

- Baseline surveys
- Enterprise training feedback
- Student Impact Officers
- Customer surveys
- Food tracker templates e.g. food surplus
- Quarterly reports
- Quarterly catch ups
- Case studies
- Feedback survey for any enterprises that withdrew

Measuring Impact & Reporting checklist
Food Preserving / Production Enterprises

	Everyone	Impact Officer	Enterprise lead
Baseline Survey	When: By new people joining your enterprise & again at the end of each academic year How: complete this survey Why: to show people's improvement in employability skills and pro-environmental behaviour as a result of your enterprise		
Food Preserving Customer survey	When: to be completed regularly How: Impact Officer asking customers in person, online or via email Why: to help you improve your enterprise in the future and to see if your enterprise is changing people's attitudes towards buying local food		
Surplus food tracker (if applicable)	When: Every time you use surplus/waste food (ignore if you don't) How: Impact officer Why: to enable us and you to get quantitative data on how much food your enterprise is diverting from landfill (good info to share with your customers). It will also help with filling on your quarterly report!		
Quarterly reports	When: to be completed at the end of March, June, September and December How: brief summary of your progress, update on your impact and a photo/video of your enterprise Why: complete the form on ShareSpace		
Quarterly catch ups with other enterprises	When: 11:00-12:00 on Wednesday 20 February in 2019 How: follow this video link Why: opportunity to talk to students from other universities/colleges who are also running food preserving enterprises. Share your successes and find solutions to any challenges you may have!		
Facebook	When: Please invite everyone in your group to join our closed Facebook group to share good practice and learn together.		

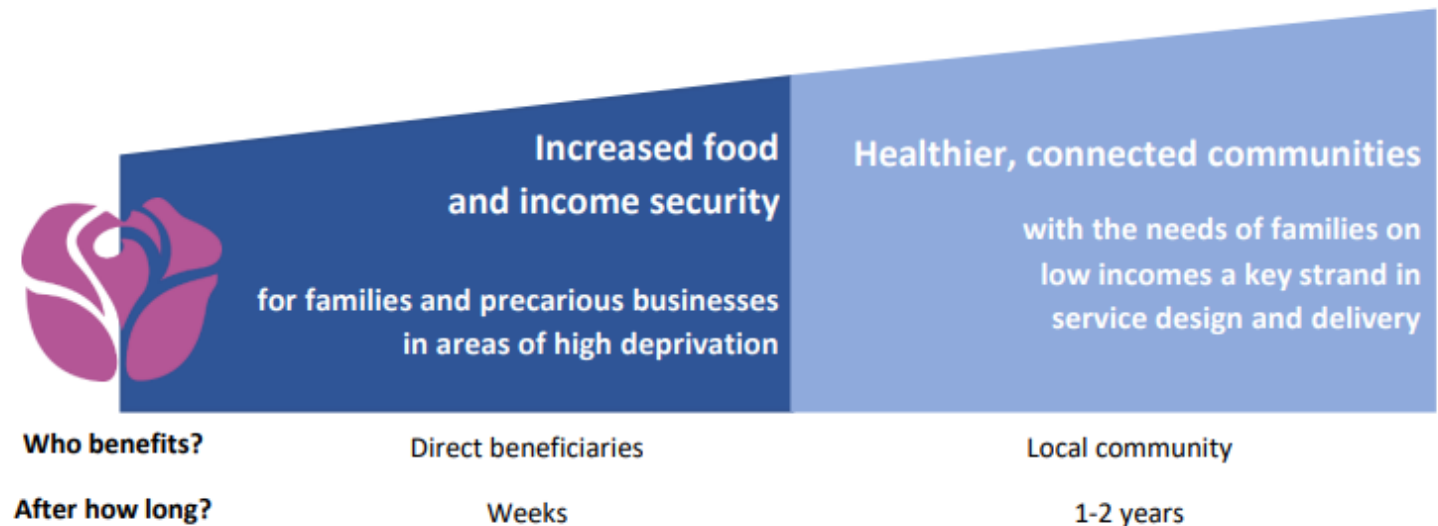
nus student eats

CASE STUDY: ROSE VOUCHERS for fresh fruit and veg

Rose Vouchers for fruit and veg

Increasing access to fresh fruit and veg for families on low incomes
via vouchers spent at local retailers and markets

- Projects in Glasgow, Liverpool, Barnsley and 5 areas of London (Southwark, Lambeth, Hackney, Hammersmith and Fulham, and Tower Hamlets)
- Part funded by Local Councils and delivered by 81 local service sites, including 54 Children's Centres (where vouchers are issued) and 27 traders (where vouchers are spent)
- Our focus is to help families with children under the age of 5 years old who live in areas of high deprivation.



Evaluation findings so far

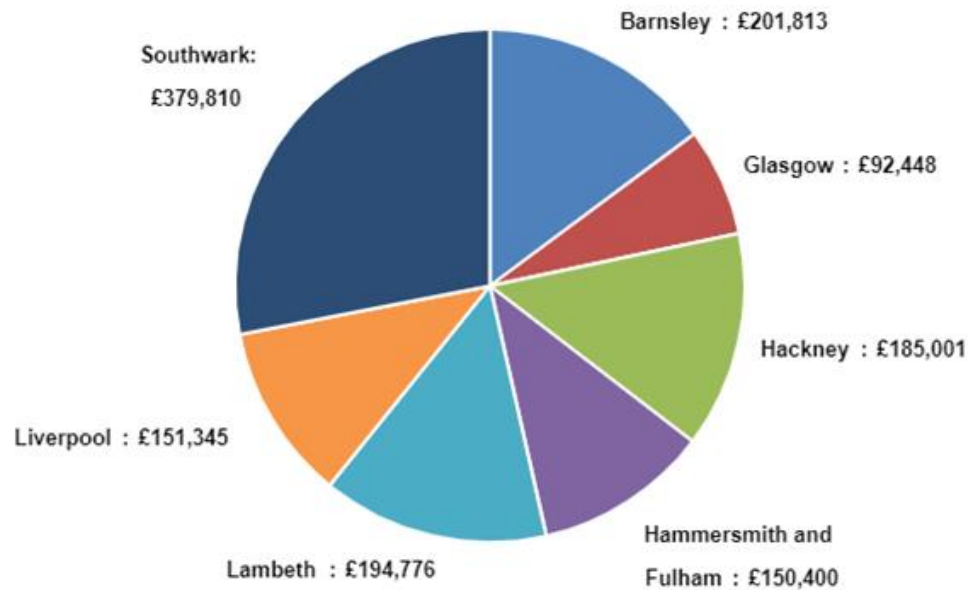
1. Families have increased food security and improved health and wellbeing

- 7,020 families and 9,370 children have been supported, staying on the project for an average of 15 months.
- 87% of families eat more fruit and veg than they did before, meeting or exceeding their 5-a-day
 - **Increased diversity and risk-taking around food:** 85% of parents add different fruit and veg to the family diet and experiment more when cooking.
 - **Creating good habits early:** 88% said their children enjoy fruit and veg more and 82% families report less sweet and savoury snacking in children.
- 73% of families visit Children's Centre's more often, generating other benefits such as reduced isolation and stress, and an increased sense of community.





£ back in the local economy through Rose Vouchers



2. The affordable healthy food economy is more resilient in local areas

- Local traders have more customers:
90% of families report shopping at the market more often and 58% shop less at supermarkets.
- Rose vouchers make up 20% of the total sales of local traders.



How we measure our impact

2016 onwards

- Workshops with families featuring food diaries, spending pie charts and open-ended questions
- Case studies with families and traders
- Steering group meetings with partners
- Other ad-hoc consultant evaluations, such as behavioural insight analysis

2020 onwards

- 1:1 interviews with families
- Short-form food frequency questionnaires with cohorts of families
- Economic Impact Assessment
- Monthly performance data reports to partners
- Action research in markets
- Market spending surveys
- Market observations

Q&A

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GROUP DISCUSSION

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Group discussion

- What is your approach to monitoring and evaluation currently - do you do it, and if so, how?
- What pitfalls and challenges have you experienced with this work to date?
- What solutions exist to overcome these in the future?

Useful resources:

Inspiring Impact: <https://www.inspiringimpact.org/>

Evaluation Support Scotland: <http://www.evaluationsupportscotland.org.uk/>

New Philanthropy Capital (NPC): <https://www.thinknpc.org/>

Good Finance Outcomes Matrix: <https://www.goodfinance.org.uk/impact-matrix>

Measuring advocacy and policy change: https://evaluationsupportscotland.org.uk/wp-content/uploads/2020/08/charting_the_waters_-_how_to_evaluate_policy_influencing_work.pdf

Better Evaluation: <https://www.betterevaluation.org/>