

Alternative Outcome Development & Data Collection Strategies: Most Significant Change (MSC) and Photovoice (PV)

February 2020

Eugenia Gusev
Jan Perez



GREW Gaining Results
through
Evaluation Work
A project supporting trainers of beginning farmers and ranchers





Eugenia Gusev

Technical Advisor for Food Security and
Agriculture Programs



Jan Perez

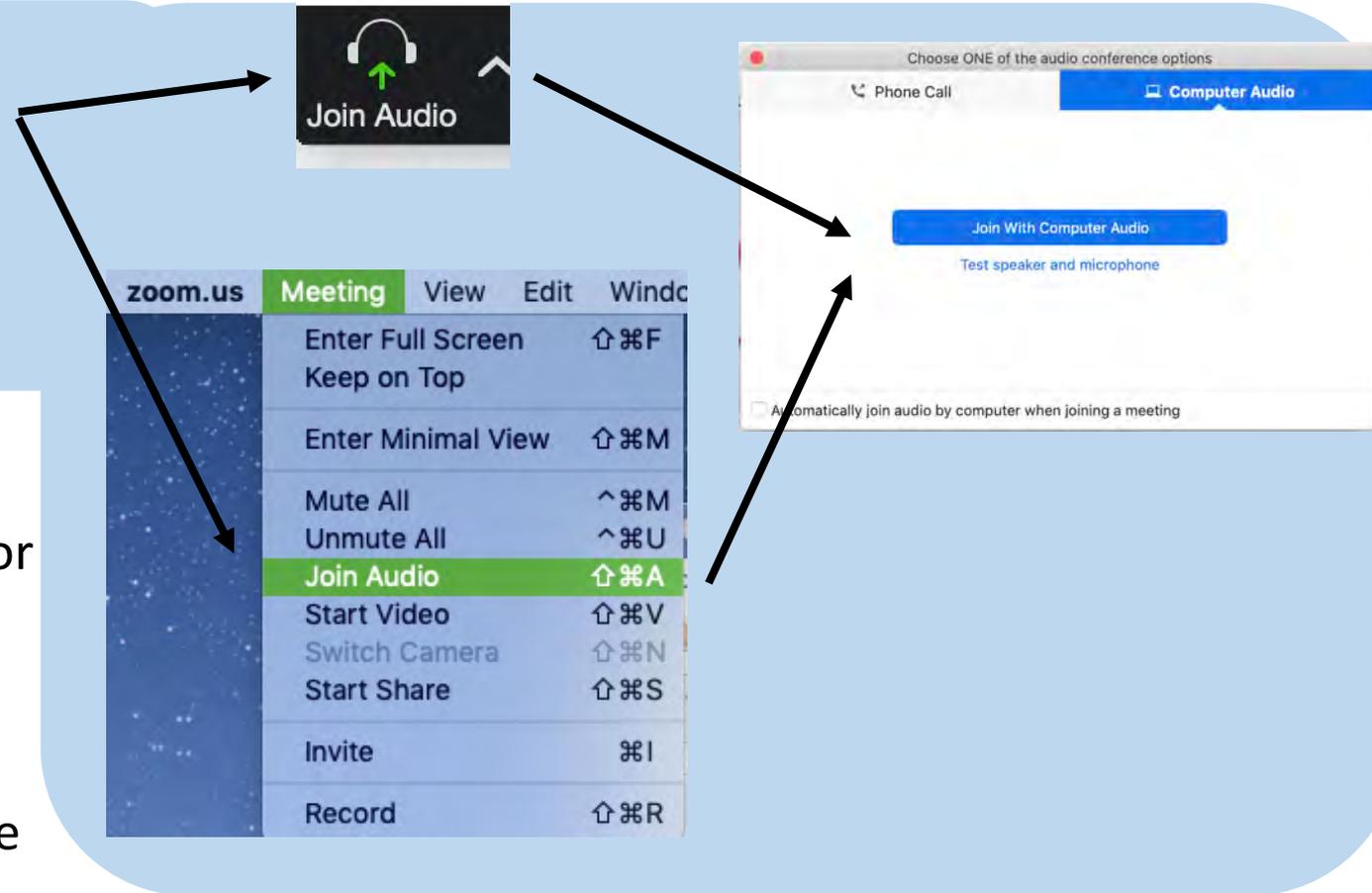
Research & Education Specialist –
Sustainable Food Systems

Presenters/Host

If you don't hear anything now - please choose an audio connection – through your computer or your phone. There are two options to connect.

If you are having any **technical difficulties**, contact Vanessa Ackermann in the chat box, or email her directly vschlege@ucsc.edu. See registration email.

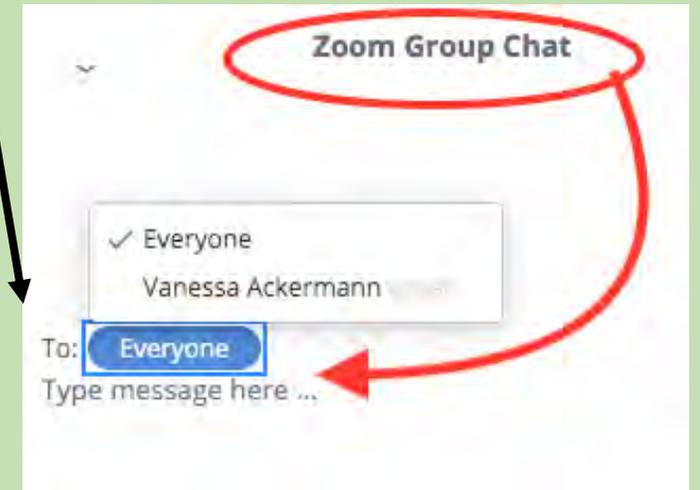
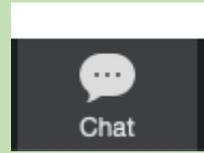
Everyone has been placed on **mute** to reduce background noise.



Technical Info & Process

Please enter your questions into the **chat box**. We will have time for questions at the end.

This webinar is being **recorded** and it will be placed on our website shortly.



Technical Info & Process

GREW Project

Gaining Results
through
Evaluation Work



Purpose: Support evaluation of beginning farmer training efforts



Desired Outcomes:

Staff find evaluation accessible, efficient and useful;
Organizations will do more evaluation and improve efforts



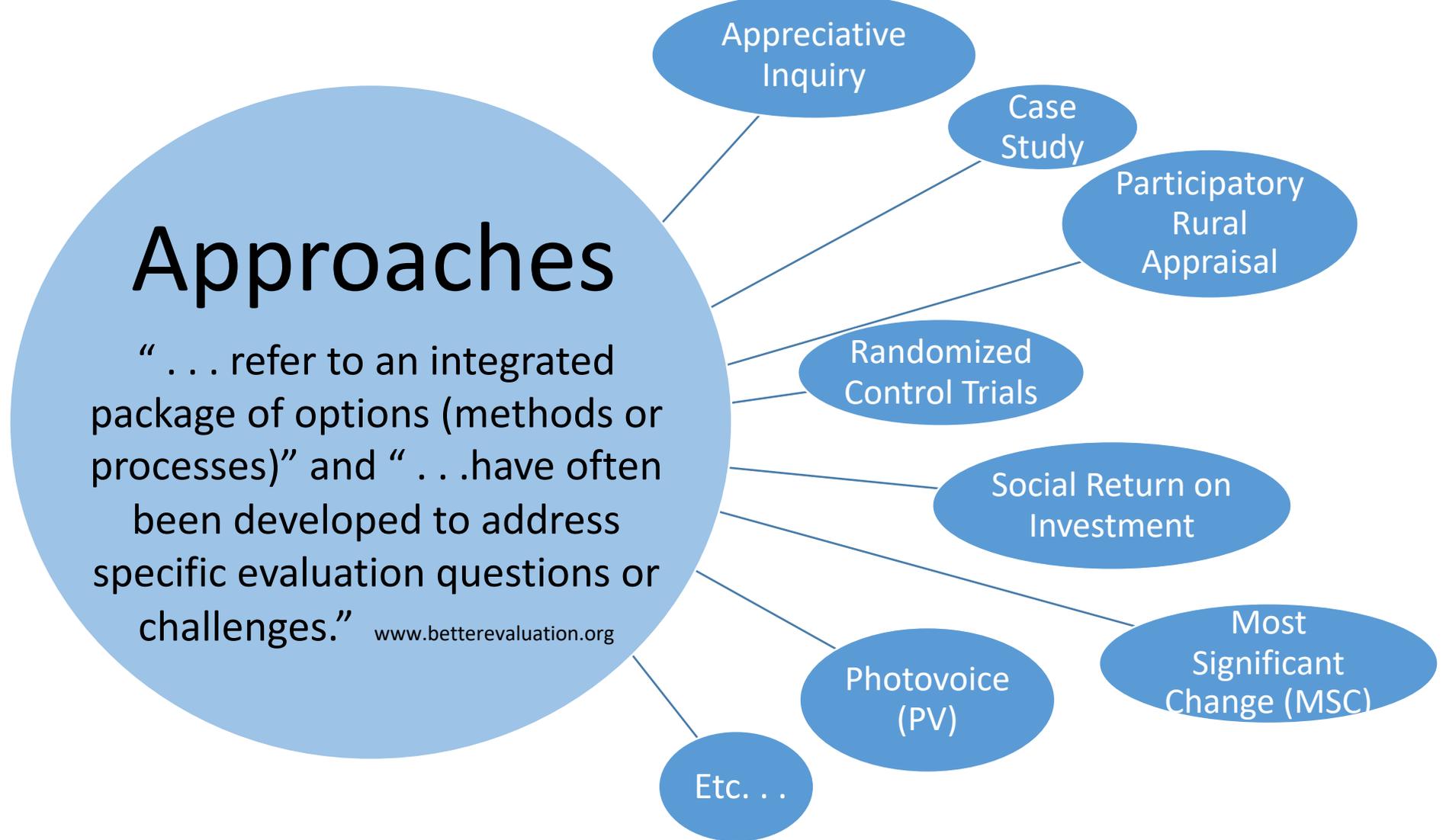
Activities: Tools, webinars, learning community

Focus of GREW Webinars

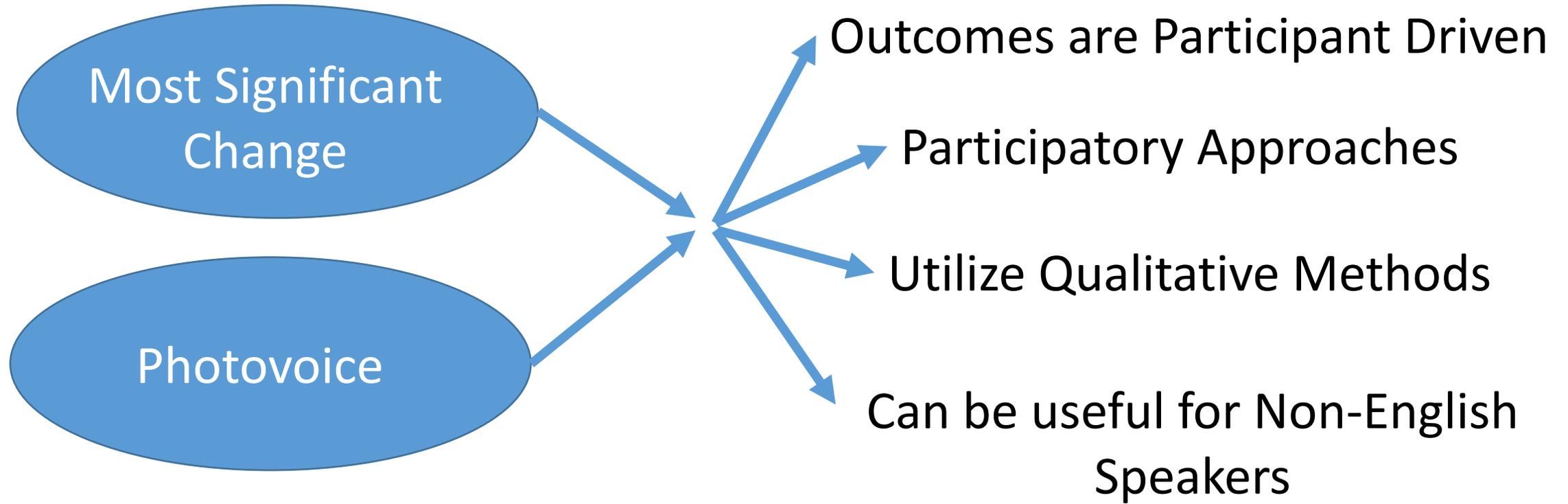
- Basics of Evaluation
 - *Provide overview*
 - *Direct to useful resources*
- Provide Examples from BFR Programs
 - *What it looks like in practice*
 - *How it was useful - benefitted program or organization*
 - *Resources used/needed*

Today's
Focus

Most Significant
Change and
Photovoice



Terms: Approaches - Examples



Why These Approaches?

Participatory Evaluation: MSC and Photovoice

Eugenia Gusev

Technical Advisor, Food Security and Agriculture



Workshop Objectives

New Roots in brief

Food and Farming programs in numbers

MSC Overview

Intro to evaluation method and findings

Photovoice Overview

Intro to evaluation method and findings

Q&A

Discussion

Participatory Monitoring and Evaluation

...is an approach that involves the stakeholders of a program or policy in the evaluation process. This involvement can occur at any stage of the evaluation process, from the evaluation design to the data collection and analysis and the reporting of the study.”

www.BetterEvaluation.com

“is **not** just a matter of using participatory techniques within a conventional monitoring and evaluation setting. It is about radically rethinking who initiates and undertakes the process, and who learns or benefits from the findings.”

Institute of Development Studies, 1998

Why do it?

ADVANTAGES	DISADVANTAGES
May be less expensive than hiring an external evaluator	Process requires more time
Gives participants more control over decision-making	Demands more coordination and is often more challenging to facilitate
Participants feel responsible for the results and are more committed to the success of the program	Requires investment in evaluation training for participants
Collaborative process builds and strengthens participants' relationships	Requires committed and motivated participants
Evaluation results are more likely to be acted on	Staff turnover at inopportune time would be very disruptive
Increases participants' knowledge of the program, skills in leadership, group decision-making, and evaluation	

(Adapted from Zukoski and Lulaquisen, 2002)

New Roots Food and Farming Programs

Healthier communities:

Promote the consumption and production of healthy foods through nutrition education, community gardens, fresh fund match and advocacy

Improved livelihoods:

Create income generating and cost saving opportunities for IRC clients

Resilient local food systems:

Bring diverse local markets into low-income neighborhoods





Sample Project: Goals & Objectives

Goal: Improve community/family support systems for refugee children and their peers by creating safe, engaging gardens and empowering parents, neighbors and older youth as community leaders.

Objective 1: Community members become leaders who educate others and catalyze the development of healthy communities

Objective 2: Refugee and other families have increased skills to navigate/access food and health resources

Objective 3: Refugee rich communities from 3 cities feel safer, promote trust and welcome immigrants/refugees

Objective 4: NR staff and partners in 13 IRC offices able to use approaches that build leadership and support equity

What did we want to learn?

Who is impacted by our program and how?

How can the program grow and change based on participant feedback?

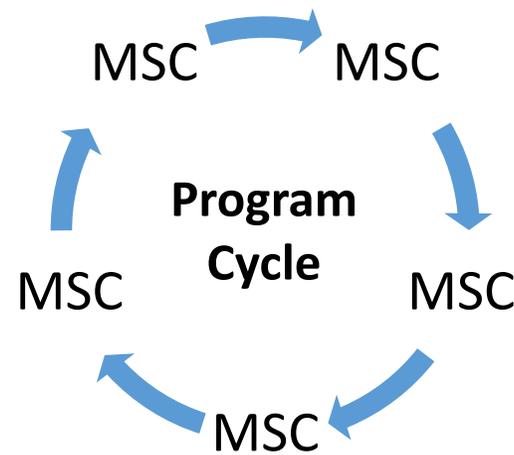
How can we build a 360 feedback loop or dialogue with our clients?

Most Significant Change 101

Participatory

A Form of Monitoring

Contributes to Evaluation



MSC



MSC

Why do it?

Identify unexpected changes

Discover values that prevail in an organization

It's participatory

No need to be specialist

Encourages analysis/data collection

Builds staff capacity

Delivers a rich picture of project results

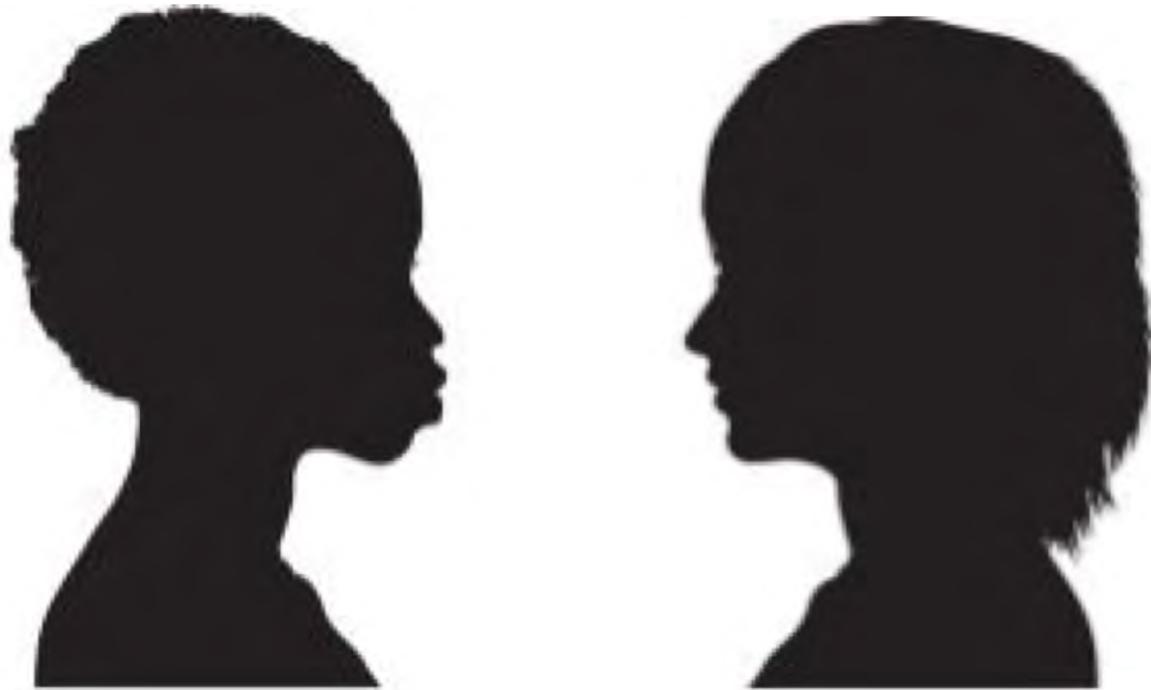
The Power of Story Telling

“Not everything that can be counted counts and not everything that counts can be counted.” - *Albert Einstein*



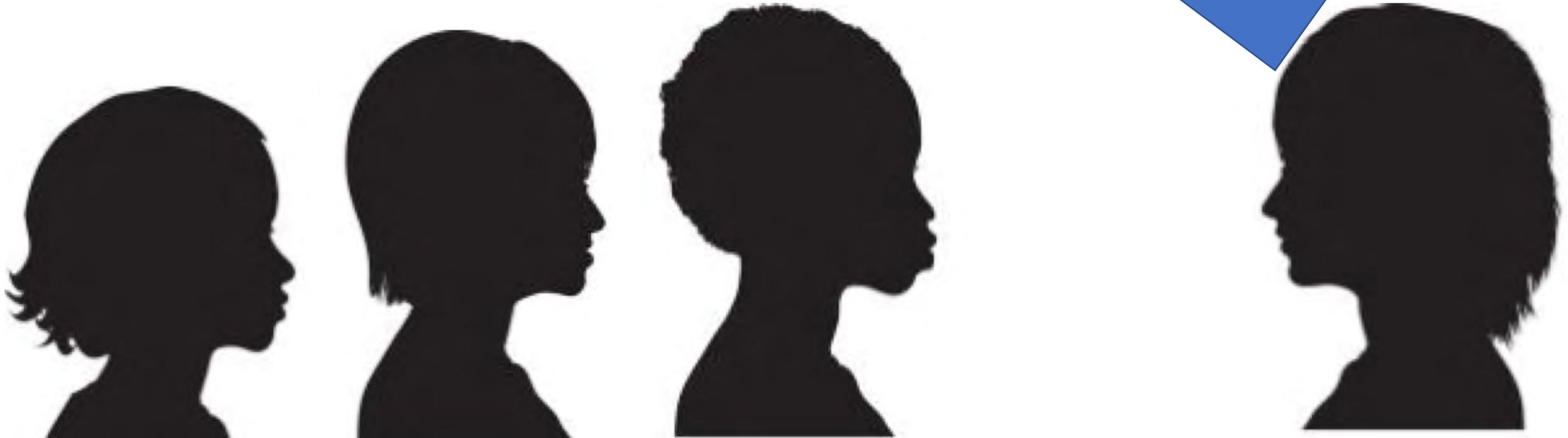
MSC Phase I: asking program participants

Looking back over [the past year], what do you think was the most significant change resulting from your involvement at [New Roots Community Farm] ?

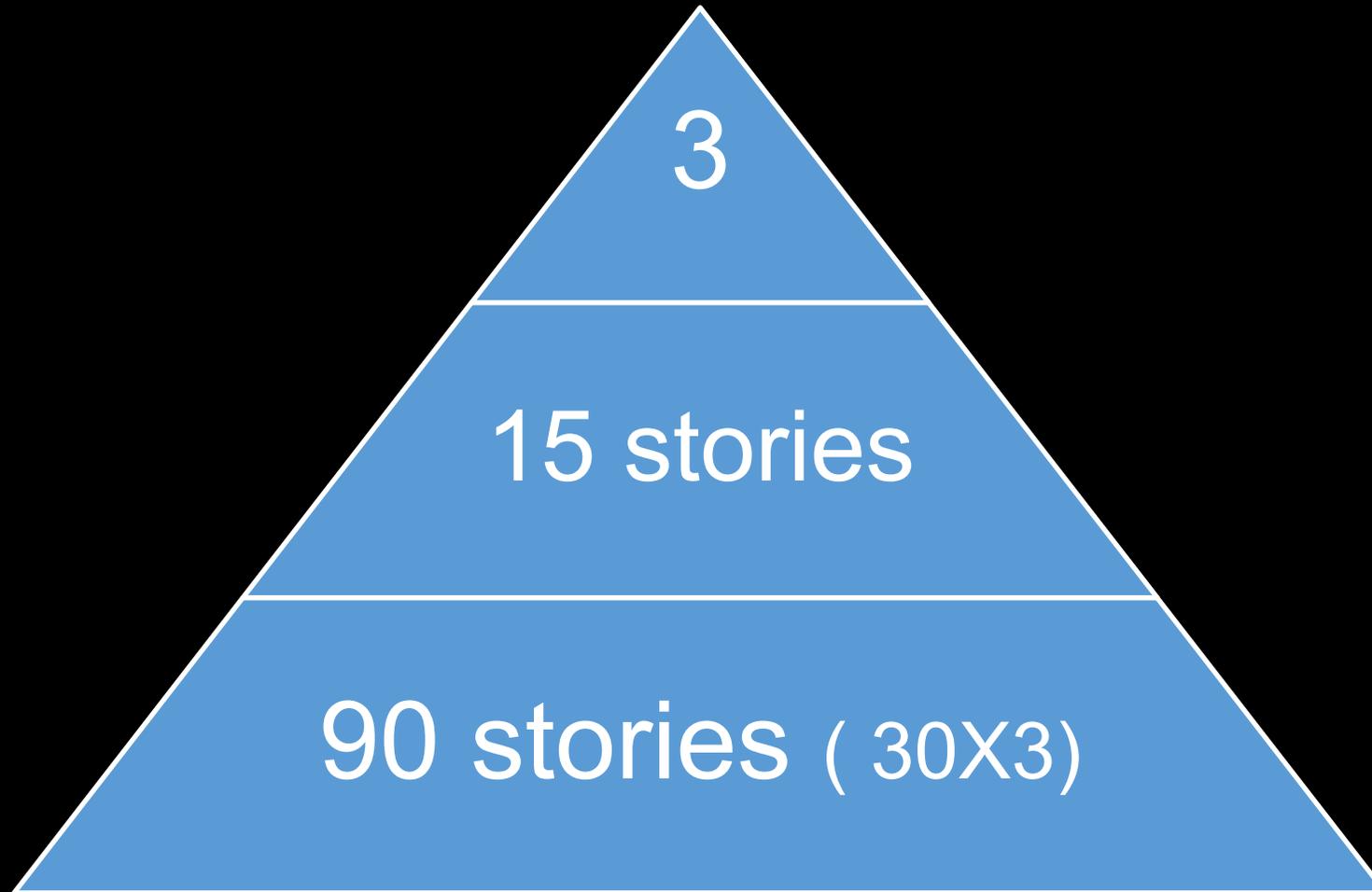


MSC Phase II: Asking program staff / partners at several levels

Of all the significant changes in the stories collected, what do you think was the most significant change of all? Which story represents this?



Story Selection Process



Domains of change

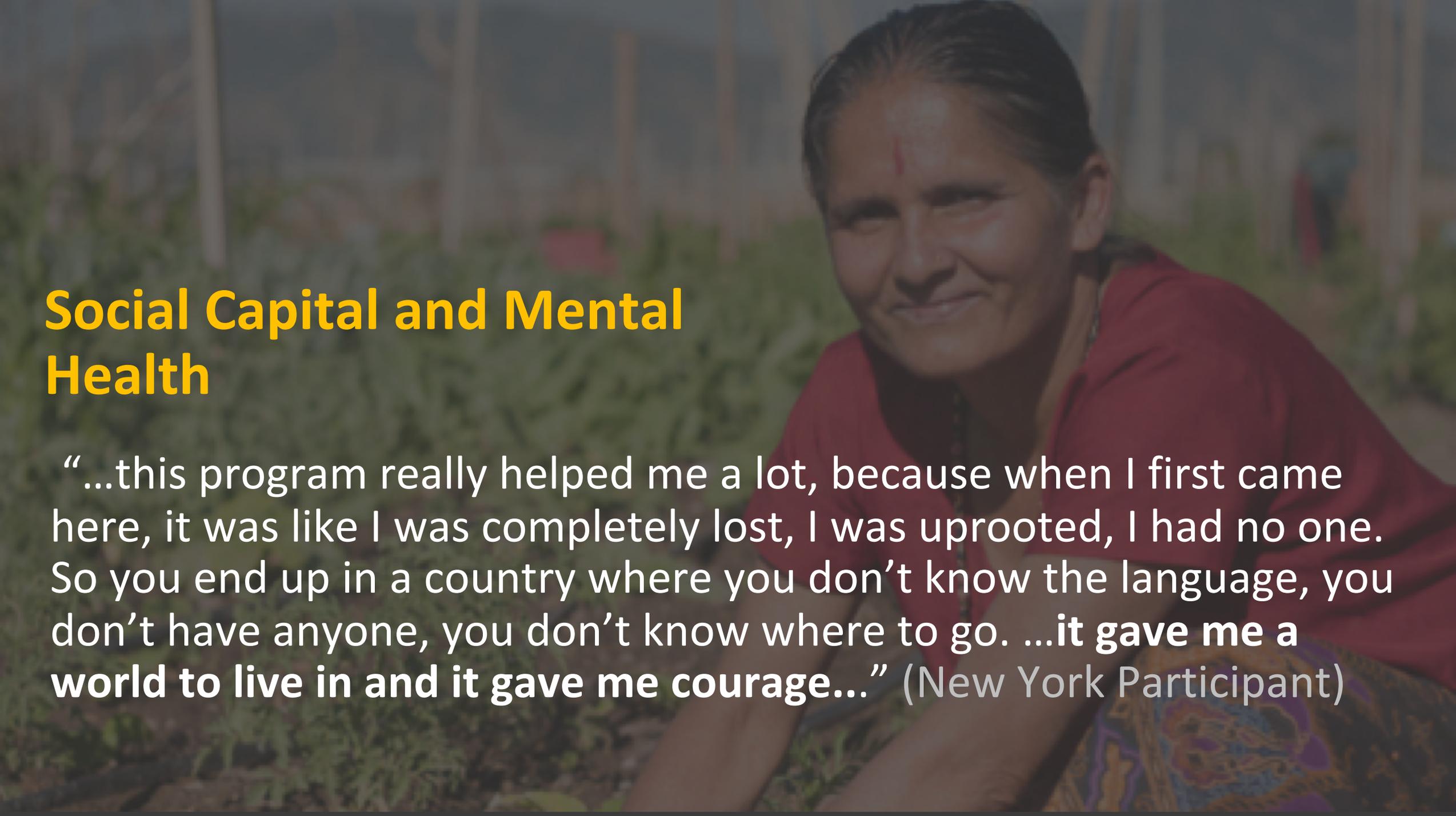
Health

Social Capital

Self-efficacy

Learning/Education

Welcoming Communities

A woman with a red tilak on her forehead, wearing a red shirt, is smiling and looking towards the camera. She is sitting outdoors, possibly in a rural setting. The background is slightly blurred, showing some greenery and a building.

Social Capital and Mental Health

“...this program really helped me a lot, because when I first came here, it was like I was completely lost, I was uprooted, I had no one. So you end up in a country where you don't know the language, you don't have anyone, you don't know where to go. ...**it gave me a world to live in and it gave me courage...**” (New York Participant)

Making Refugees Welcome

Project Objectives:

1. **Increased nutrition** for refugees and communities.
2. Increased sense of place, agency, and **integration for refugees**
3. Refugees have **improved mental health**
4. Increased capacity of the IRC to **lead community-driven development and build power** within refugee and immigrant communities.



Evaluation objectives:

- **Contrast perceived impacts with intended project outcomes**
- **Gain insights into causal links between activities and outcomes**

Learn how project participants :

- **Experience project activities**
- **Perceive project impacts**



Photovoice 101

Data collection through
Photos



Image analysis and theme
development



Key stakeholder meeting/
planning next steps



Important considerations

- Taking photos could be burdensome
- Need for training in the use of equipment and technique
- Planning should involve co-researchers to **when, where and how** photovoice is conducted. A trial run may be needed.
- Need to **share community meeting questions and plans with co-researchers** in advance
- Need to **effectively debrief and care for the well-being of co-researchers** who may have shared deeply personal or emotional stories.
- Equipment: **simple is better.**
- **Prepare consent statement and forms** (internal/external)



Key research question

“How has your participation in the New Roots program affected your life?”





Decoding images: What influences understanding of an image?

- Culture (local, personal)
- Personal experiences
- Language
- What else?

Project Impacts

Community places that connect

Access to familiar and healthy food

Saving, earning money

Improved Mental Health

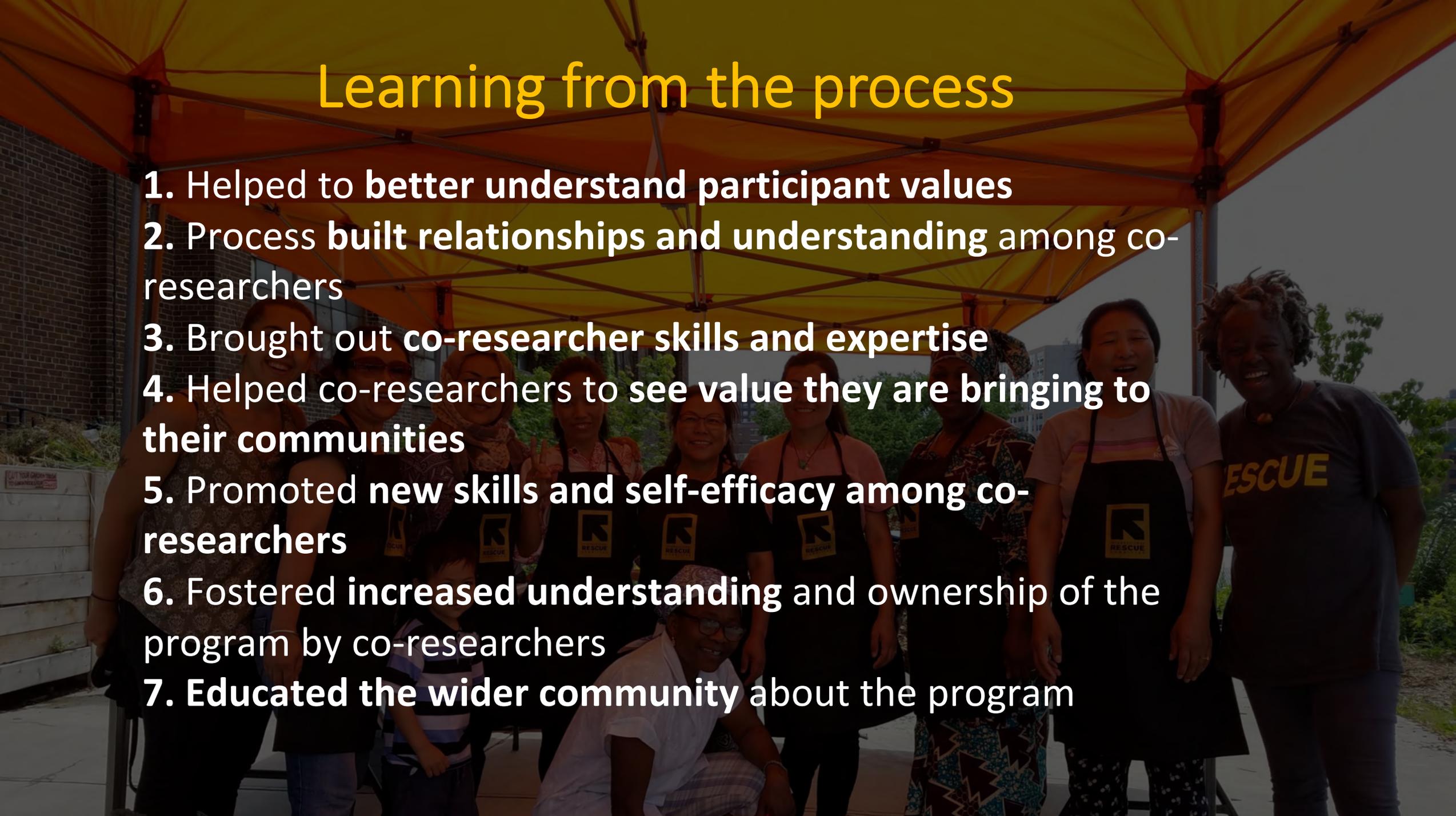
Access to physical exercise

Opportunity to share food, skills, knowledge

Sense of accomplishment, dignity and satisfaction

Learning from the process

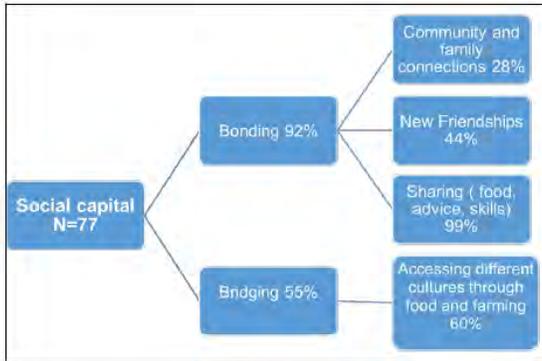
1. Helped to better understand participant values
2. Process built relationships and understanding among co-researchers
3. Brought out co-researcher skills and expertise
4. Helped co-researchers to see value they are bringing to their communities
5. Promoted new skills and self-efficacy among co-researchers
6. Fostered increased understanding and ownership of the program by co-researchers
7. Educated the wider community about the program





Conclusions

Data analysis:



The Social Capital domain of change was subdivided into Bonding⁵ and Bridging with 92% of participants speaking about themes of change which relate to bonding, and 55% which can be linked to bridging. You can see the top scoring sub-categories which were folded in under those two main sub-themes linkages diagram.

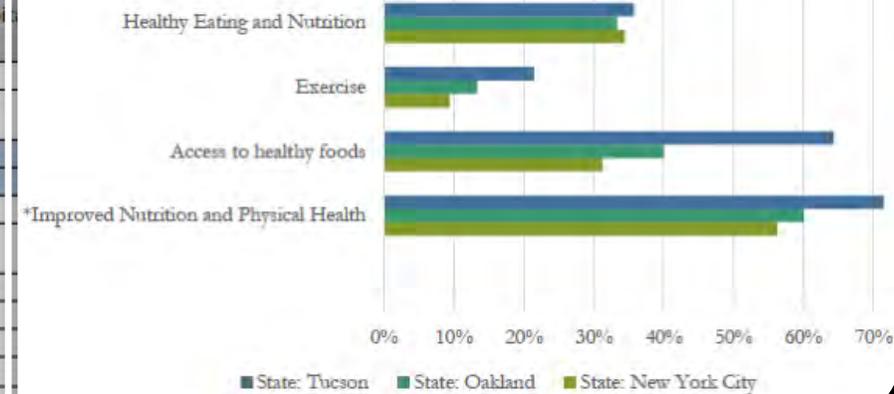
Among the sub-themes, Sharing (food, advice, and skills) scored the highest at 99%. Participants linked being able to share feelings and advice to improved emotional health⁶. Sharing produce, either the gardens or through the cooking modules, which were done primarily in Oakland and New York, was linked to people saying they were happy, that it gave them a purpose and a status in their community which for some led to a sense of pride and belonging. Some described sharing food as a currency to informally receive other services like child care or a ride somewhere. This link is not clearly explained as "payment" but more as an exchange which is a step that often leads to strengthening relationships within the gardens or the cooking group which can lead to additional exchanges, or new or improved friendships.

Country of Origin by Domains/Sub-themes of Change
(* represents Domains, those not starred are sub-themes of a domain)

Countries of Origin	*Engaging community places	*Health	Improved Nutrition and Physical Health	Mental Health	*Learning/Education	*Self-efficacy	*Social Capital
Afghanistan	2	8	3	6	8	8	8
Bhutan/Nepal	1	8	5	3	14	22	22
Burma	10	55	31	27	51	31	49
Burundi	1	49	27	27	25	30	39
CAR	2	14	7	7	7	8	7
Dominican Republic		3	2	3	2		4
DRC		41	22	28	15	15	22
Eritrea		1		1	4	2	1
Gambia		1	1		5	2	2
Guinea					3	5	1
Ivory Coast		2	1	1	3	6	
Lu Mien		5	4	3	1		4
Rwanda	1	11	9	4	2	8	6
Senegal		2	2		2	3	1
Tibet		1		1	9	7	6
Togo		3	3		2	2	2
USA	37	18	14	5	55	14	30
Vietnam	1	3	3		8	9	12

The chart represents counts or mentions of the sub-theme or domain by country of origin. Light blue boxes show the counts which are higher ≤ 30. Those who are from the U.S. (self-identified community gardeners, and partners) really focus on Engaging Community Spaces, Learning and Education and Social Capital. Health is highest among Burma, Burundi and DRC, while Social Capital is highest for Burma. Self-efficacy has the highest mention for Burma and Burundi with Nepal shortly after.

Physical Health by State



Cost per site MSC vs Photovoice

	MSC (30 people interviewed)	Photovoice (8 community researchers)
Staff time (manager, enumerator)		
Interpretation /translation (9 languages)		
Transport		
Incentives		
Equipment (recording device, camera)		
Total	\$ 5,000	\$9,000

Participatory? YES!

	PV	MSC
Data instrument research centered or client centered?	Client (Photos)	Client (Interviews)
Data collection	Client	Staff
Data analysis 1	Client and staff	Staff but collective analysis (can be modified to be more participatory for clients)*
Data analysis 2	Technical Unit	Technical Unit
Stakeholder meeting	Client, staff, key stakeholders	Staff, key stakeholders*
Planning next steps	Client, staff	Staff, client*

Explored the effects of complex program elements

Rich and valuable information directly from program beneficiaries

Powerful stories/Photos to help have a dialogue with stakeholders

MSC: 3 different staff levels were able to debate the program's expected vs. actual results



Rich data - useful for planning, analysis, reporting, advocacy

Empowering to participants and staff alike

Good facilitation is key for good quality results

Interpretation/ facilitation is time consuming

Lessons Learned

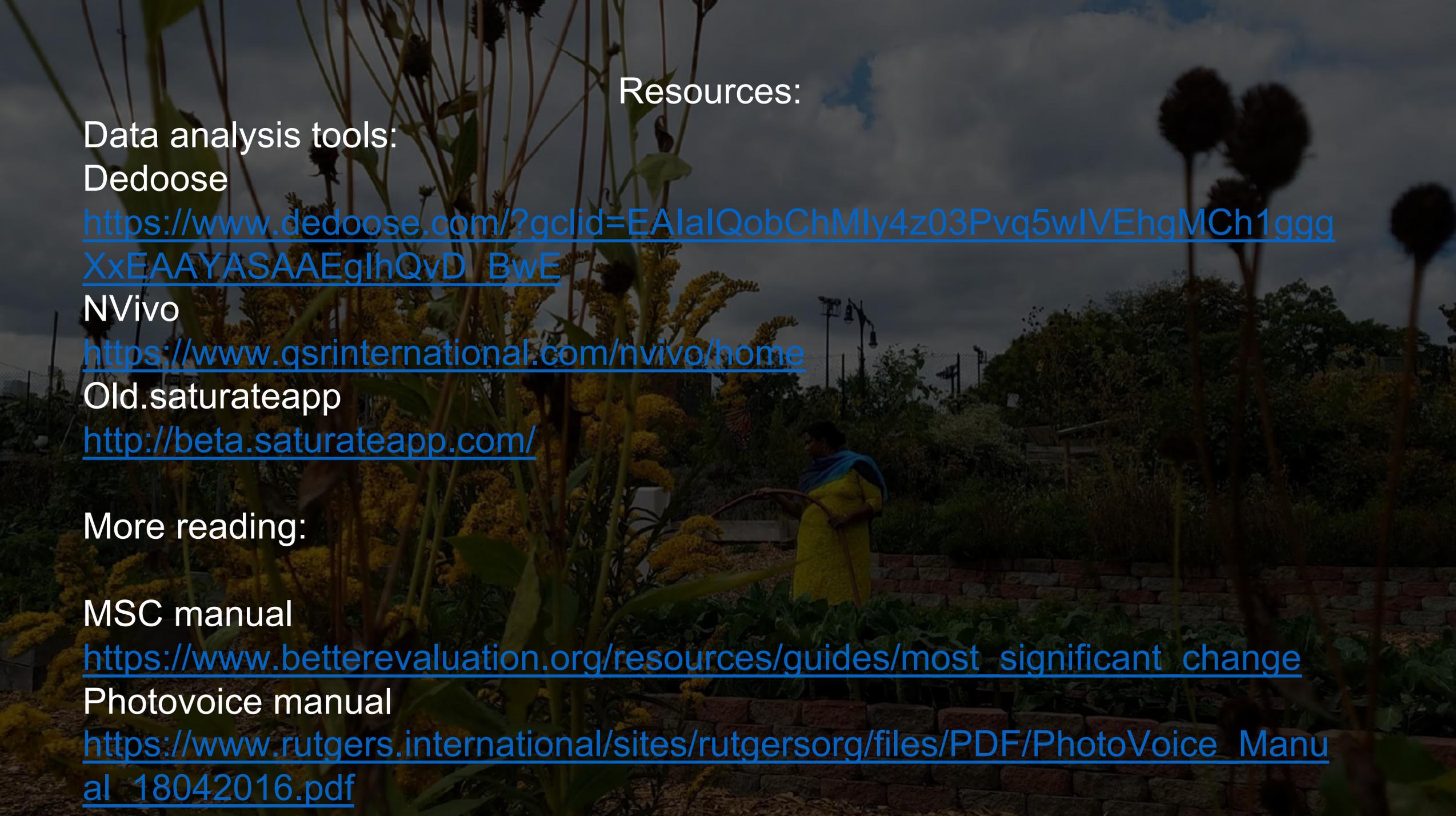
Develop appropriate consent forms, explore IRB

Develop a communications plan / plan key stakeholder meeting from day 1

Establish what data you will analyze – and structure of your report from start

Media and Advocacy



A woman in a yellow sari is working in a garden. She is standing in a raised garden bed filled with tall, yellow-flowered plants. The background shows a fence and some trees under a cloudy sky.

Resources:

Data analysis tools:

Dedoose

https://www.dedoose.com/?gclid=EAlalQobChMly4z03Pvq5wIVeHgMCh1gggXxEAYASAAEgIhQvD_BwE

NVivo

<https://www.qsrinternational.com/nvivo/home>

Old.saturateapp

<http://beta.saturateapp.com/>

More reading:

MSC manual

https://www.betterevaluation.org/resources/guides/most_significant_change

Photovoice manual

https://www.rutgers.international/sites/rutgersorg/files/PDF/PhotoVoice_Manual_18042016.pdf

Thank you!





Summative

What happened as a result of the program



Participatory

“**Participatory evaluation** is an approach that involves the stakeholders of a programme or policy in the **evaluation** process. This involvement can occur at any stage of the **evaluation** process, from the **evaluation** design to the data collection and analysis and the reporting of the study.”

www.BetterEvaluation.com



Formative

How the program is being implemented, or how it can be improved

Who

- Staff, Board, Farmers, Funders, Etc.

What

- Evaluation design, instrument development, data collection, interpretation of findings, etc.

When

- Advisory team meetings, program development meetings with farmers, instrument testing, feedback on report draft, etc.

Questions

- *If this program is a success, how would you know? What would you expect to happen?*
- *What kinds of results would you like to see this program share on their website for future farmers who might participate in the program?*

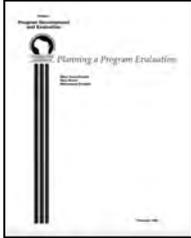
Participatory Elements - Examples

General Info on Participatory Evaluation:

https://www.betterevaluation.org/plan/approach/participatory_evaluation

Participation within General Frameworks

Planning a Program Evaluation



Provides **basic** information on setting up an evaluation (16-page guide). Includes participation as part of the process. learningstore.uwex.edu/Assets/pdfs/G3658-01.pdf

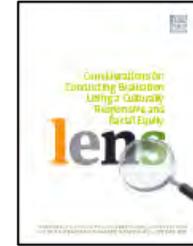
The Systems Evaluation Protocol



Provides **in-depth** info on setting up an evaluation, which includes a participatory lens. <https://core.human.cornell.edu/research/systems/protocol/index.cfm>

Participatory Frameworks & Approaches

Considerations for Conducting Evaluation Using a Culturally Responsive and Racial Equity Lens



Identifies key components of participation for an evaluation to be culturally responsive. <http://publicpolicy.com/wp-content/uploads/2017/04/PPA-Culturally-Responsive-Lens.pdf>

Utilization Focused Evaluation



https://www.betterevaluation.org/plan/approach/utilization_focused_evaluation

Focuses on making evaluation useful, which requires participation from those who will use results.

More Resources for Participatory Methods

Give Us Feedback!

- See survey link in the chat box – or look in your email inbox for a link:
https://survey.qualtrics.com/jfe/form/SV_3a6nb1LYjXHe40R

Upcoming Sessions– Learning Community – Late March/Early May

- *Learning Community* - **Farmer/Rancher Outcome Issues**– March/April
- *Learning Community* – **Long-term/System Level Outcome Issues** – April/May
- *Webinar* - **Tracking Outcomes Over Time** – April/May
- *Learning Community* – **Tracking Outcomes Over Time** – May/June

Want more Info?

- Join our list serve for updates: <https://elist.tufts.edu/sympa/info/grew>
- Check out our website: <https://casfs.ucsc.edu/education/bfrdp-eet.html>

Thank you!