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

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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.
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.
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
Approaches

“... refer to an integrated package of options (methods or processes)” and “...have often been developed to address specific evaluation questions or challenges.”  www.betterevaluation.org
Most Significant Change

Photovoice

Outcomes are Participant Driven
Participatory Approaches
Utilize Qualitative Methods
Can be useful for Non-English Speakers

Why These Approaches?
Participatory Evaluation: MSC and Photovoice

Eugenia Gusev
Technical Advisor, Food Security and Agriculture

new roots
Growing good from the ground up.
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?

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

<table>
<thead>
<tr>
<th>Objective 1: Community members become leaders who educate others and catalyze the development of healthy communities</th>
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<tbody>
<tr>
<td>Objective 2: Refugee and other families have increased skills to navigate/access food and health resources</td>
</tr>
<tr>
<td>Objective 3: Refugee rich communities from 3 cities feel safer, promote trust and welcome immigrants/refugees</td>
</tr>
<tr>
<td>Objective 4: NR staff and partners in 13 IRC offices able to use approaches that build leadership and support equity</td>
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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

<table>
<thead>
<tr>
<th>Participatory</th>
<th>A Form of Monitoring</th>
<th>Contributes to Evaluation</th>
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<tbody>
<tr>
<td></td>
<td>MSC → MSC</td>
<td>MSC</td>
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<td>MSC → MSC → MSC</td>
<td>MSC</td>
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### MSC Impact & Outcomes

Program Cycle

[Diagram showing the MSC Impact & Outcomes]
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

- 90 stories (30x3)
- 15 stories
- 3
Domains of change

- Health
- Social Capital
- Self-efficacy
- Learning/Education
- Welcoming Communities
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

<table>
<thead>
<tr>
<th>Data collection through Photos</th>
<th>Image analysis and theme development</th>
<th>Key stakeholder meeting/planning next steps</th>
</tr>
</thead>
</table>

- **Data collection through Photos**
- **Image analysis and theme development**
- **Key stakeholder meeting/planning next steps**

[Image of people taking photos and a table discussion]

[Image of a woman presenting a collage of photos]
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)
“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 Bonding and Bridging with 52% of participants speaking about themes of change which relate to bonding, and 48% which can be linked to bridging. You can see the top two sub-categories which were talked about these dominant categories and the linkages diagram.

Among the sub-themes, Sharing food, advice, and skills soared the highest at 93%. Participants linked being able to share feelings and advice to improved emotional health. 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, new or improved friendships.

The chart represents counts or mentions of the sub-theme or domain by country of origin. The light blue boxes show the counts which are 1-30. Those who are from the U.S. (including community gardeners, and partners) really focus on Engaging Community Spaces, Learning and Education and Social Capital. Health is highest among Burundi, 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**

- Healthy Eating and Nutrition
- Exercise
- Access to healthy foods
- Improved Nutrition and Physical Health

**Saving Money**
- Fertilize
- Cultural Practices
- Learning New Skills
- Flood Community
## Cost per site MSC vs Photovoice

<table>
<thead>
<tr>
<th></th>
<th>MSC</th>
<th>Photovoice</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(30 people interviewed)</td>
<td>(8 community researchers)</td>
</tr>
<tr>
<td><strong>Staff time</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(manager, enumerator)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Interpretation/translation</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(9 languages)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Transport</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Incentives</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Equipment</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(recording device, camera)</td>
<td>$5,000</td>
<td>$9,000</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>$5,000</td>
<td>$9,000</td>
</tr>
</tbody>
</table>
### Participatory? YES!

<table>
<thead>
<tr>
<th>Activity</th>
<th>PV</th>
<th>MSC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Data instrument research centered or client centered?</td>
<td>Client (Photos)</td>
<td>Client (Interviews)</td>
</tr>
<tr>
<td>Data collection</td>
<td>Client</td>
<td>Staff</td>
</tr>
<tr>
<td>Data analysis 1</td>
<td>Client and staff</td>
<td>Staff but collective analysis (can be modified to be more participatory for clients)*</td>
</tr>
<tr>
<td>Data analysis 2</td>
<td>Technical Unit</td>
<td>Technical Unit</td>
</tr>
<tr>
<td>Stakeholder meeting</td>
<td>Client, staff, key stakeholders</td>
<td>Staff, key stakeholders*</td>
</tr>
<tr>
<td>Planning next steps</td>
<td>Client, staff</td>
<td>Staff, client*</td>
</tr>
</tbody>
</table>
Explored the effects of complex program elements

Rich and valuable information directly from program beneficiaries

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

Empowering to participants and staff alike

Powerful stories/Photos to help have a dialogue with stakeholders

Rich data - useful for planning, analysis, reporting, advocacy
Good facilitation is key for good quality results.

Interpretation/ facilitation is time-consuming.

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

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

Develop appropriate consent forms, explore IRB.
Media and Advocacy

World Refugee Forum

In a recent evaluation of the New Roots program, 86% of participants said the biggest benefit of the program...
Resources:

Data analysis tools:
Dedoose
https://www.dedoose.com/?gclid=EAIaIQobChMly4z03Pvq5wlVEnhMCh1gggXxEAAYASAAEglhvQvD_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
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
### Participatory Elements - Examples

<table>
<thead>
<tr>
<th>Who</th>
<th>• Staff, Board, Farmers, Funders, Etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>What</td>
<td>• Evaluation design, instrument development, data collection, interpretation of findings, etc.</td>
</tr>
<tr>
<td>When</td>
<td>• Advisory team meetings, program development meetings with farmers, instrument testing, feedback on report draft, etc.</td>
</tr>
</tbody>
</table>
| 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?* |
More Resources for Participatory Methods

**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](http://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](https://core.human.cornell.edu/research/systems/protocol/index.cfm)

**Participatory Frameworks & Approaches**

- **Considerations for Conducting Evaluation Using a Culturally Response and Racial Equity Lens**

- **Utilization Focused Evaluation**
  - Focuses on making evaluation useful, which requires participation from those who will use results. [https://www.betterevaluation.org/plan/approach/utilization_focused_evaluation](https://www.betterevaluation.org/plan/approach/utilization_focused_evaluation)
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_3a6nbILYjXHe40R

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!