

# A Toolkit for Unlocking the Potential of Community Composting

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# A Toolkit for Unlocking the Potential of Community Composting

## 1.0 Measuring What Matters

Anyone who has been involved with a successful Community Composting project knows that it is much more than collecting garden waste or selling compost. But when it comes to measuring the impact of the work, and proving its value, then the usual ways of measuring things often fall short of telling the whole story.

For example, the box below describes some of the effects of a community recycling project in London. Clearly these are important results of the work being done, but they can remain invisible if the only evaluation that is going on records just the number of collections made or the number of participants involved. When reduced to this, measurement can become a meaningless burden to an organisation that prevents the real work from being done.

### Feeling safe and belonging to a neighbourhood

At Pepys Community Recycling (PCR) the work is much more than carrying out a reliable collection service, it is also about interacting with residents who take part in the scheme, some of whom are elderly and have mobility difficulties. As PCR put it, "it's not just collections, it's also about conversations".

In carrying out their collections around the estate, PCR staff have become recognised as unofficial community 'wardens' and 'helpers', providing an extra pair of 'eyes and ears' on the estate, and according to PCR the regular presence of their collection operatives helps residents on the estate feel safer.

"They put flowers along the corridor, it's like they are proud of their space now and it's brought them together and they care a little bit more about what the place looks like." - *Outreach worker*

"It's about building trust through personal service, face to face contact, people get to know you, if someone smiles at you and has a chat with you, it makes you feel better and more comfortable and like you belong, and if you feel like you belong somewhere there are all sort of knock on effects.

"We have collectors walking round the estate all day long with high-vis jackets they help residents feel a bit more secure and they also help people with problems." - *PCR Project officer*

A useful and meaningful measurement of the impact of an initiative must also be able to tell the story behind the numbers; but capturing the essence of that story requires more than collecting together a set of anecdotes.

A proper account of a project's impact needs to:

- Involve the people who might be benefiting (as well as acknowledging those who may not be),
- Show that there is a logical link between achieving the 'easy to count' outputs and the project's objectives being met,
- Celebrate success in a way that proves to funders, supporters, potential and existing participants how good it is,
- Provide a clear understanding to the project managers how to make it better.

The opportunity offered by such an approach is that measurement, if used wisely and comprehensively, no longer represents a burden and an add-on, but can contribute positively to the aims and objectives of a community project and be central to unlocking its potential.



So to summarise, here are four key principles that if followed throughout an evaluation can make measurement more useful and meaningful.

### Key Principles for Meaningful Measurement

- **Beyond targets** - the numbers alone do not tell the whole story. To properly evaluate change, look at outcomes and impact - very often at the level of the individual.
- **Story-telling** – Be clear about the link between activities and the change they are designed to bring about. Seek to understand the 'theory of change'.
- **Conversation** – The search for a meaningful narrative requires a dialogue, rather than a mere extraction of data. By providing a common language for this dialogue to take place, measurement can become a tool for enhancing the quality of people's involvement.
- **Choose indicators that matter** – 'ways of knowing' must be chosen based on what stakeholders themselves have identified as important to measure, and not just what is easiest to count!

There are several different terms associated with outputs and outcomes, and the way these terms are interpreted by different stakeholders can bring unnecessary confusion to the understanding of impact and the way it is achieved.

### The language of outputs, outcomes and impacts

An **output** is the thing the project team has most control over, and which creates the environment for one or more outcomes (and therefore value) to a particular stakeholder group.

An **outcome** is something over which there is less control (inevitably there will be other interventions and conditions which will also be contributing to bringing it about). An outcome is the demonstration of value to the stakeholder that is in line with the objectives they had for engaging with the organisation.

An **impact** is the extent to which an outcome can be attributed to a particular intervention. Strictly speaking this should attempt to take into account what might have happened anyway, offset against any negative effects that may result.

Clearly measurement does take time, resources and effort, but when it is done well it builds confidence and ownership and therefore contributes to the sustainability and effectiveness of an initiative. The act of measurement can then itself be an engine of change.

Inevitably it will be important to convince others that it is worth that effort, and so here are some good reasons that help make the case.

### **Making the case for proving and improving**

**1. Making good decisions** - Understanding the link between activity and change informs where it is most important to allocate an organisation's time and resources.

**2. Involving people** – When stakeholders are involved in planning and evaluating, they can help to gather meaningful information for decision-making and contribute to achieving the organisation's goals.

**3. Accountability** – For organisations that rely on people's support and goodwill for their sustainability, communication and transparency in reporting progress are vital for building mutual trust and understanding.

**4. Being in control** – When an organization is in charge of its own plans, targets, and reporting, it can ensure that it is not driven off track by the measurements that funders, lenders, and others need to ensure their own accountability.

**5. Not starting from scratch** - Measuring need not be about collecting new information. Sometimes it is more fruitful for an organisation to make the link between the stuff they already know and what that is saying about impact.

## **2.0 Three exercises to prepare for an outcomes evaluation**

The following three exercises can be carried out together or individually to provide different perspectives for an outcomes evaluation of a community composting initiative.

When used together, they represent elements of a formative evaluation process. At the end of this process, it is possible to identify the key indicators of what matters to measure in order to know that a project is achieving outcomes for its stakeholders. These exercises are as important for improving as for the proving part of an evaluation process.

### **1. Storytelling**

The Storytelling exercise contributes to both project planning and project evaluation. It is designed to bring together stakeholders, including potential beneficiaries, for a discussion to identify what will make a project a success. This will identify the project's objectives, its desired outcomes, the potential barriers to success and how best to overcome them.

### **2. Stakeholder's Storyboard**

This exercise describes a project's 'theory of change', indicating how the actions and activities of the project will bring about outcomes for its beneficiaries.

### **3. Impact Mapping**

This exercise draws on findings from the Storyboard exercise and should ideally involve representatives from the same stakeholder groups. The aim is to make a more formal link between a composting project's activities, outputs and outcomes.

## 2.1 Exercise 1: Storytelling

### Purpose

The Storytelling exercise contributes to both the planning and the evaluation of a community composting project. It is designed to bring together stakeholders (including potential beneficiaries) for a discussion to illustrate what success looks like, and thereby identify its objectives (clarifying its mission and values), its desired outcomes, the potential barriers to success and how best to overcome them.

### Preparation

**Who to invite:** Up to about 12 participants drawn from a selection of stakeholders who might be affected by or are able to affect the work of the project.

**What to say to them:** Invite them saying that this is the preparation stage for a formal project planning and evaluation process. The point of the session is for them to identify the 'hoped-for' outcomes of the project that are most important to them as stakeholders, with a view in subsequent exercises to developing the *ways of knowing* (indicators) that will provide a better understanding of the project's impact.

**Role of facilitator:** To welcome participants, guide them through the steps, keep them to time and record findings on a flipchart using participants' own words.

**Materials needed:** Chairs arranged in pairs or threes, flipchart stand, paper and marker pens, Post-it notes.

**When to use the exercise:** Ideally at the start of a project, or new project cycle, or as part of a strategic review process. The exercise could be repeated with different groups over a period of time to include a wider range of stakeholders' perspectives, and generate interest and buy-in from potential partners.

**Which tools work together:** Can be used on its own or in the same session and as a warm-up in preparation for developing a project Storyboard. (Exercise 2)

### Step by Step (Allow between 45 to 60 minutes depending on size of group)

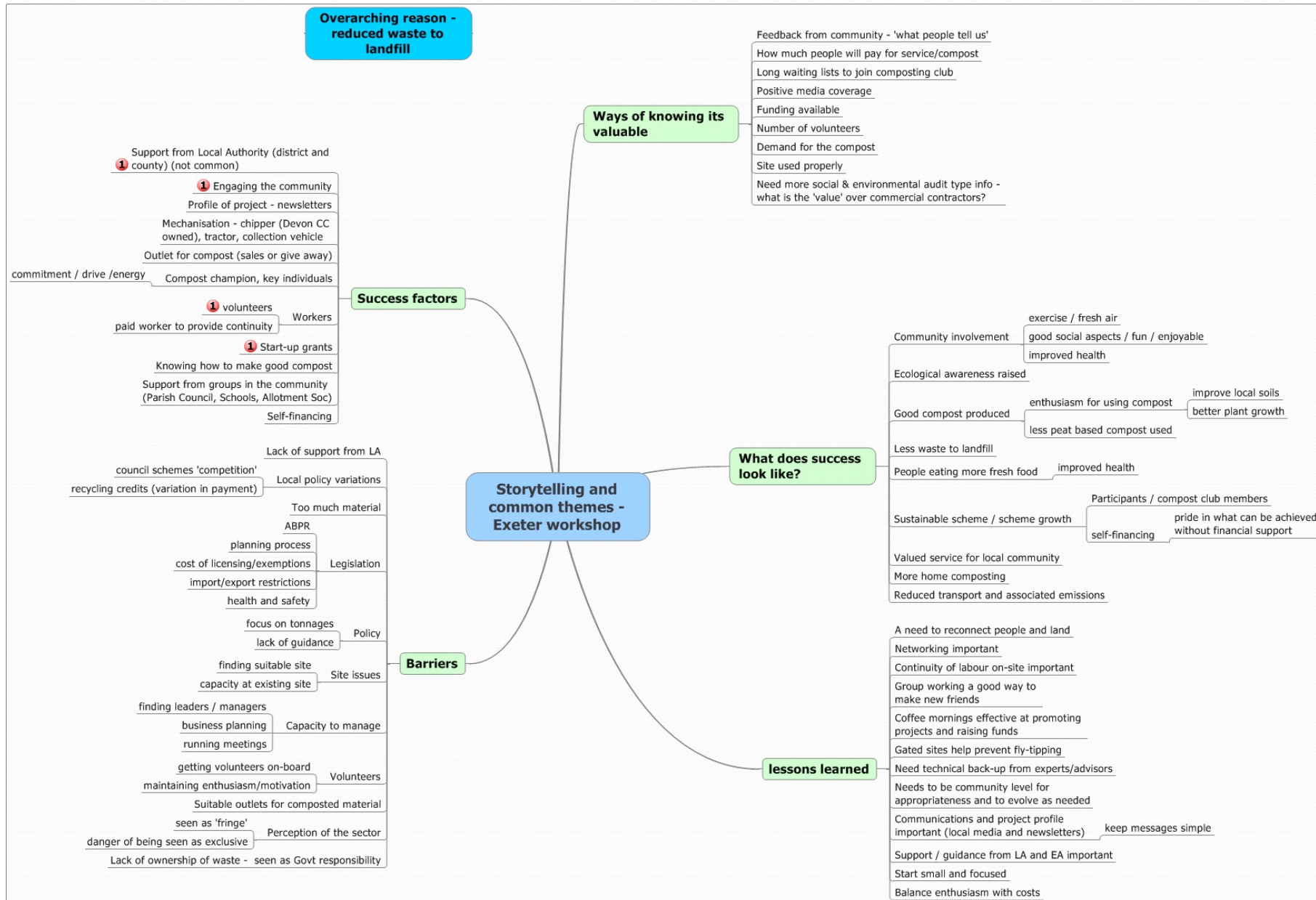
1. Participants form small groups (3-5 people) by choosing a person (or persons) to work with.
2. Within each working group select roles as follows: Storyteller; Timekeeper; Note-taker (If you are in a pair, one of you will have to be responsible for keeping to time.) Go round within the group allowing each person a turn to be the Storyteller describing a story that for them best encapsulates what this community composting project is about or why it is important. (5 minutes each story)
3. Here's how to tell a 5 minute story: whoever is note-taker can prompt the Storyteller using the following questions:
  - Describe an occasion when you have seen a composting or recycling project or initiative working at its best, or when you have been most proud of something that a project you have been involved in has achieved.
  - Who was involved, and what do you think made it work?
  - What does the experience tell you about ensuring that a project / initiative is more successful in the future?
4. The Note-taker summarises the anecdote on a Post-it note as a reminder for the group, and attaches it to the top of a blank sheet of flipchart paper.

5. Once you have heard enough stories, use the space below the Post-it notes on the flipchart sheet to record your responses to the following questions under the headings in bold:
  - What do the stories have in common? **(Common themes)**
  - What does success look like for each of the projects described in the stories? **(Desired outcomes)**
  - Drawing from the experiences described in the stories:
    - a. What lessons are there for how to run successful projects in the future? **(Lessons)**
    - b. What would need to change to ensure that they are more successful? **(Barriers to success)**
6. Attach your completed flipchart sheet to the wall around the room to make a Gallery for everyone to look at.
7. Once all the flipchart sheets have been viewed in the Gallery, bring participants together to review the findings and compile master lists illustrating: Common themes / Desired outcomes / Lessons / Barriers to success.
8. Review the extent to which the Desired outcomes are in line with the project's stated mission and values, and whether these need to be reviewed as a result of what you have heard today.



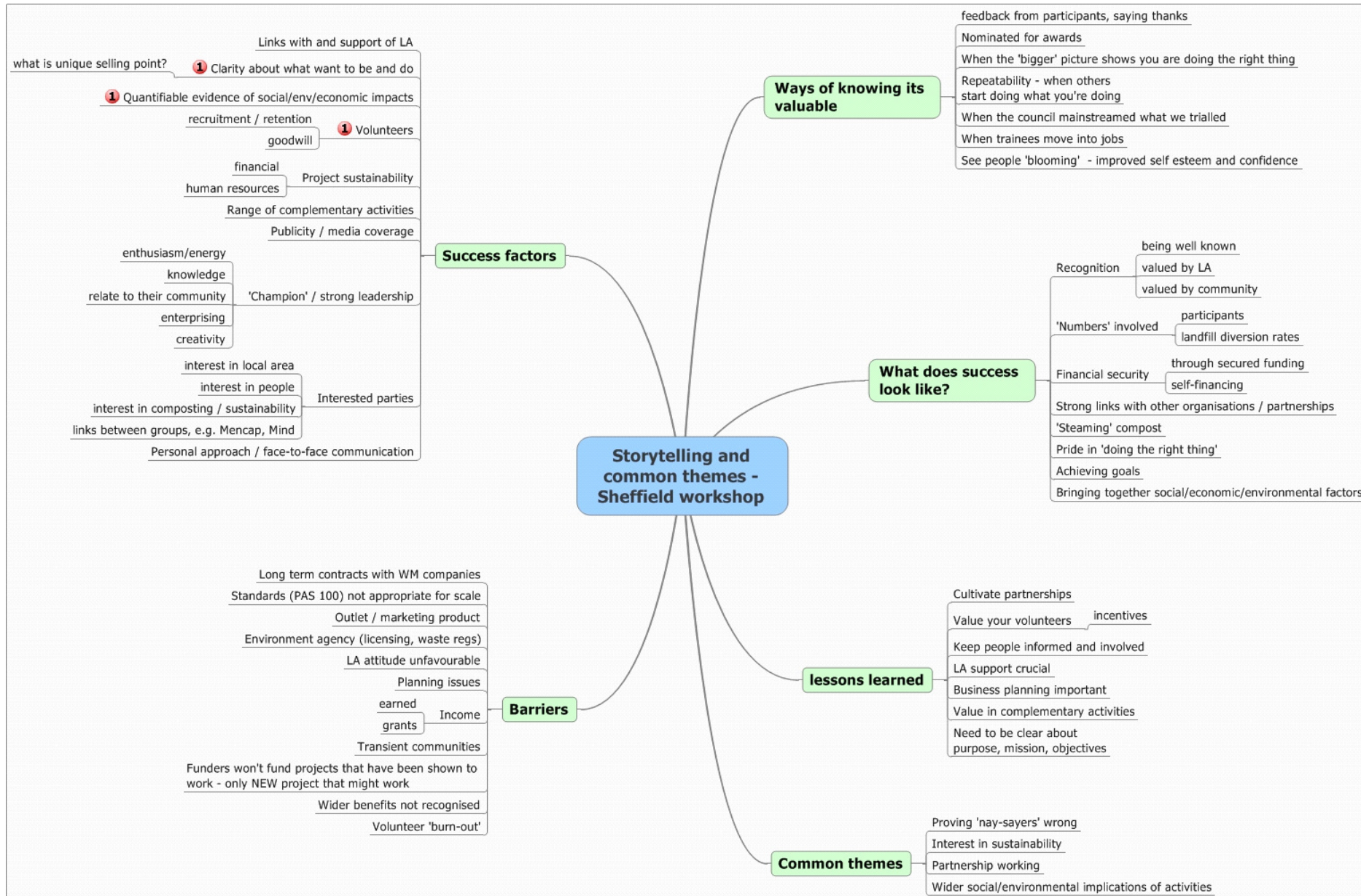
*Storytelling - Small Group Work*

Example of a 'storytelling & common themes map' from the Exeter workshop.

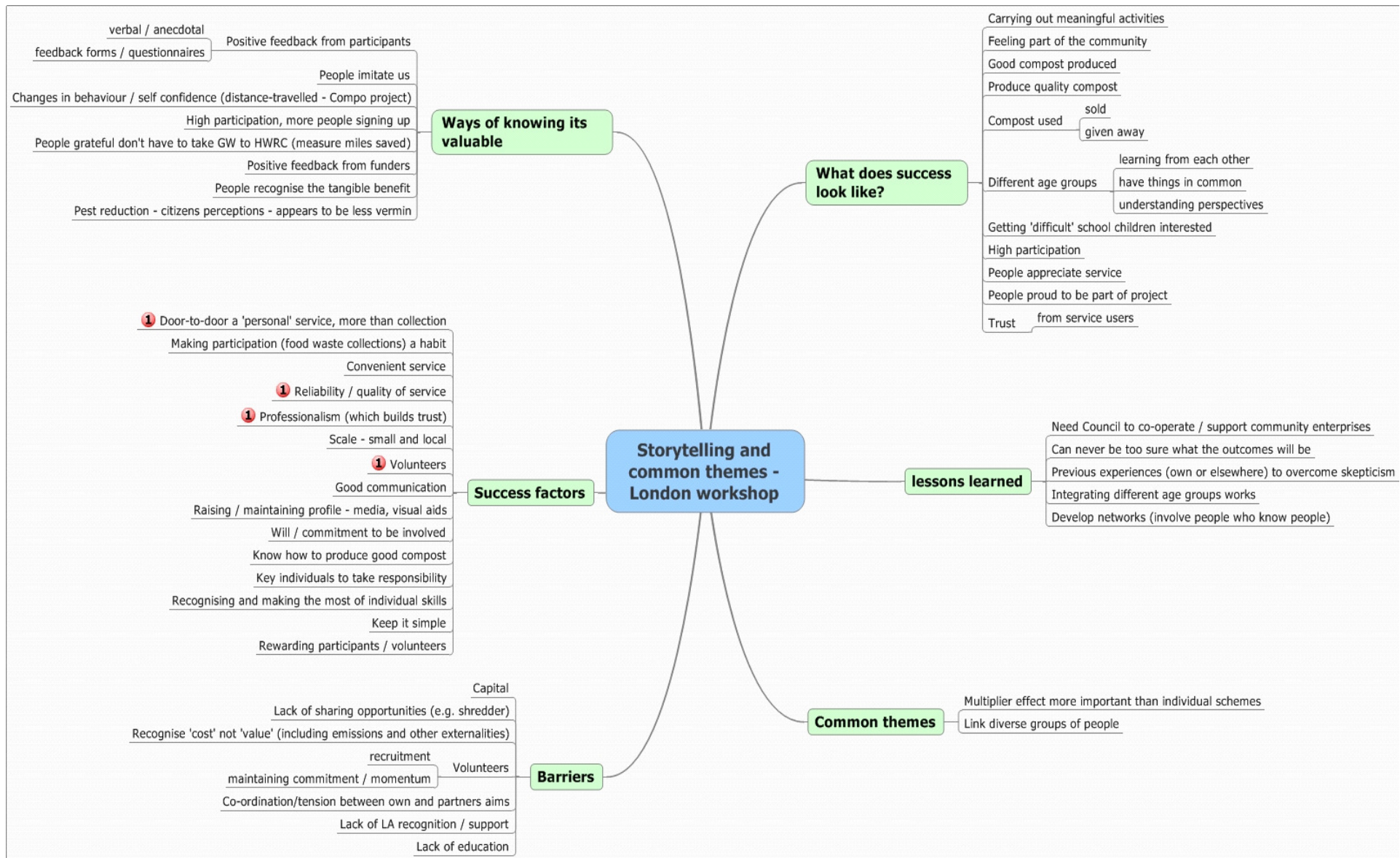




Example of a 'storytelling & common themes map' from the Sheffield workshop.



Example of a 'storytelling & common themes map' from the London workshop.



## 2.2 Exercise 2: Stakeholder's Storyboard

### Purpose

You can use this exercise to map how your project's impact happens, this will mean that then you will be able to:

- Describe the story (hypothesis) of **how** the activities of a community composting project bring about not only the short-term results (outputs) but also the longer-term outcomes.
- Better engage with your stakeholder groups so that they are involved in the process of establishing criteria for success, as well as choosing targets and indicators that are meaningful to them.
- Take a step closer to understanding what needs to be measured in order that the story can best be told, and which measurement tools to choose (surveys, interviews etc.) that are fit for the purpose of proving it.

### Preparation

**Who to invite:** Up to about 12 participants drawn from a selection of stakeholders who might be affected by or are able to affect the work of the community composting project. Ideally include people who have good knowledge of the project as well as those who would like to learn more, including potential or actual project partners (such as someone from the local authority, or the local school).

**What to say to them:** Invite them saying that this is the scoping stage for the project's planning and evaluation. They will be part of an exercise in which they will be identifying the hoped-for outcomes of the project that are (or will be) most important to them as stakeholders, with a view in subsequent exercises to developing the ways of knowing (indicators) that will provide a better understanding of the project's impact.

**Role of facilitator:** To welcome participants, guide them through the steps, keep them to time.

**Materials needed:** Chairs arranged in pairs or threes in sight of a large poster (2 x 2 A1 Flipchart sheets) showing the Storyboard template. Also you will need a flipchart stand, paper, marker pens, and plenty of Post-it notes.

**When to use the exercise:** As a stand alone exercise, the Storyboard is a good way of bringing people together who have a different (or little) experience of a project, so it can be a way of planning the detail, as well as communicating to new people what it is all about. As with Exercise 1 this exercise could be repeated with different groups over a period of time to include a wider range of stakeholders' perspectives, and generate interest and buy-in from potential partners. As part of a formal evaluation process, it provides the material necessary to prepare an impact map and therefore make decisions about what is important to measure.

**Which tools work together:** As a minimum requirement for developing an evaluation framework, you should aim to undertake Exercises 2 and 3 as two parts of the same session with the same group of people.

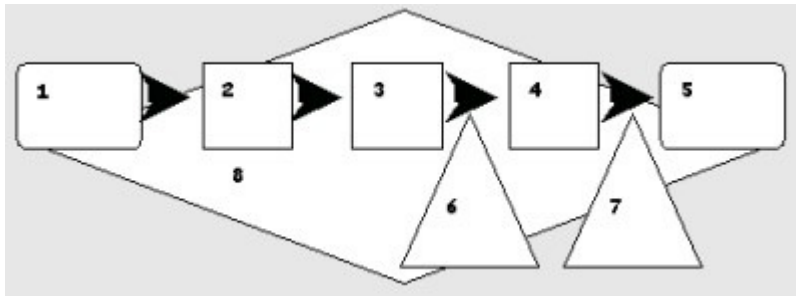
### Step by Step (Allow between 60 to 80 minutes)

1. Make sure the invited workshop participants have a grasp of what the proposed (or existing) community composting project is about.
2. In the light of that knowledge invite them to read through the eight questions in the left hand column of the table below.

Questions	Prompts
1. What is the context in which you are working that means you see value in running (or setting up) this community composting project?	<i>You could describe the neighbourhood in which the project is situated area as it is <b>now</b>, and the <b>local or wider need</b> that you hope the project will address.</i>
2. What are the activities that are undertaken (or planned) as part of the project?	<i>These could include project planning, obtaining resources and involving people in different ways as well as delivering the physical elements of a project.</i>
3. What initial results or changes have you seen (or would expect to see) as a result of these activities and actions?	<i>"Changes" could be in the attitudes and behaviour of people affected by the project, as well as more visible, physical changes to the area.</i>
4. What medium-term changes do you expect to see as a result of the project?	<i>You could define "medium-term" as 8 to 16 months and define "long-term" as beyond 16 months from the project's start date. However, this of course depends on the nature of the project.</i>  <i>At this stage focus on positive changes – but make a note of potential negative effects as part of Question 8 below.</i>
5. What long-term changes do you expect to see as a result of the project?	
6. How do the initial results (from Question 3 above) lead to the medium-term changes that you identified in response to Question 4?	<i>Questions 6 and 7 present an opportunity to explore the assumptions that have been made that one change will automatically lead to another. To test the assumptions about those changes you need to be clear what else needs to happen or be part of the experience to make it so.</i>  <i>For example, just achieving a qualification may not be enough to ensure people get a job - perhaps some additional intervention, such as guidance on how to prepare for a job interview is needed to make this more likely to happen.</i>  <i>So try and describe precisely how each of the more immediate changes will lead to further changes in the future or for a wider group of people. Sometimes asking "Why is that important?" of each thing you mentioned in response to questions 3 and 4 can help with this.</i>
7. How do the medium-term changes (from Question 4 above) lead to the longer-term changes that you identified in response to Question 5?	
8. What challenges or barriers have you encountered (or foresee) in terms of: operational challenges; policy/regulation barriers; other issues?	<i>This question is a useful opportunity for a reality check.</i>

3. Divide the group into pairs or threes and ask them to use the questions (and the prompts in the right hand column) as the basis for having a conversation about the project. Suggest that one person asks the questions and the others describe 'their take' on how the project works (or might work).

4. Ask participants to record their responses to each of the questions on a separate post-it note, indicating the number of the question they are answering in the top left hand corner of the post-it note.
5. Prepare a large poster, spread across 2 x 2 sheets of flipchart paper, copying the design illustrated below and attach it to the wall for all the participants to see.

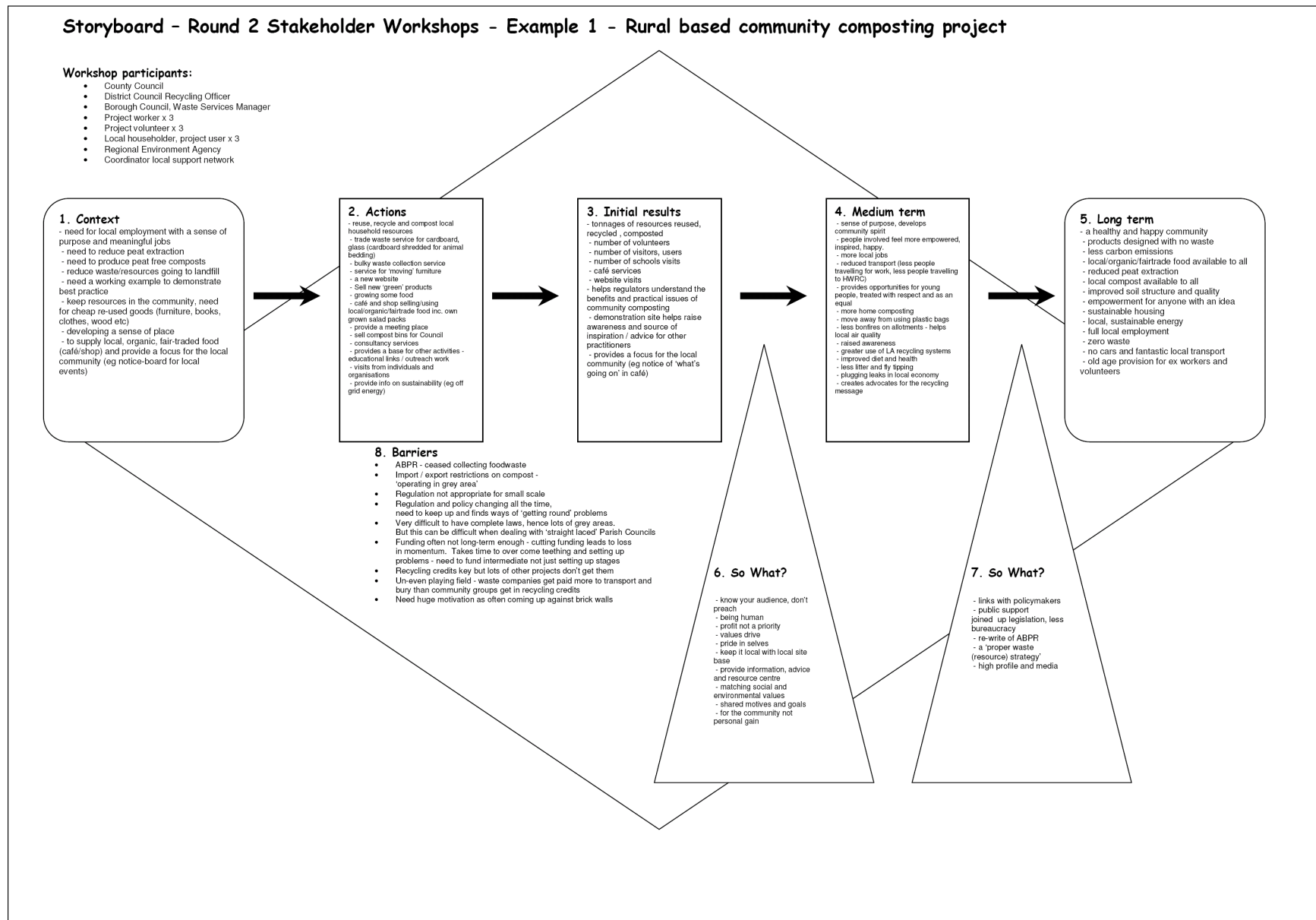


6. Invite participants to attach the numbered post-it notes they have prepared to the appropriate boxes or triangles on the poster corresponding to the eight questions above.
7. Once all post-it notes have been attached to the poster, bring people together to view (and where necessary, explain) their responses. Discuss the extent to which the completed Storyboard represents a true picture of how the project might have an impact.
8. The completed Storyboard will provide a stepping-off point for building a formal Impact Map. It holds important information for deciding what to measure in order to provide evidence of impact as the project progresses.

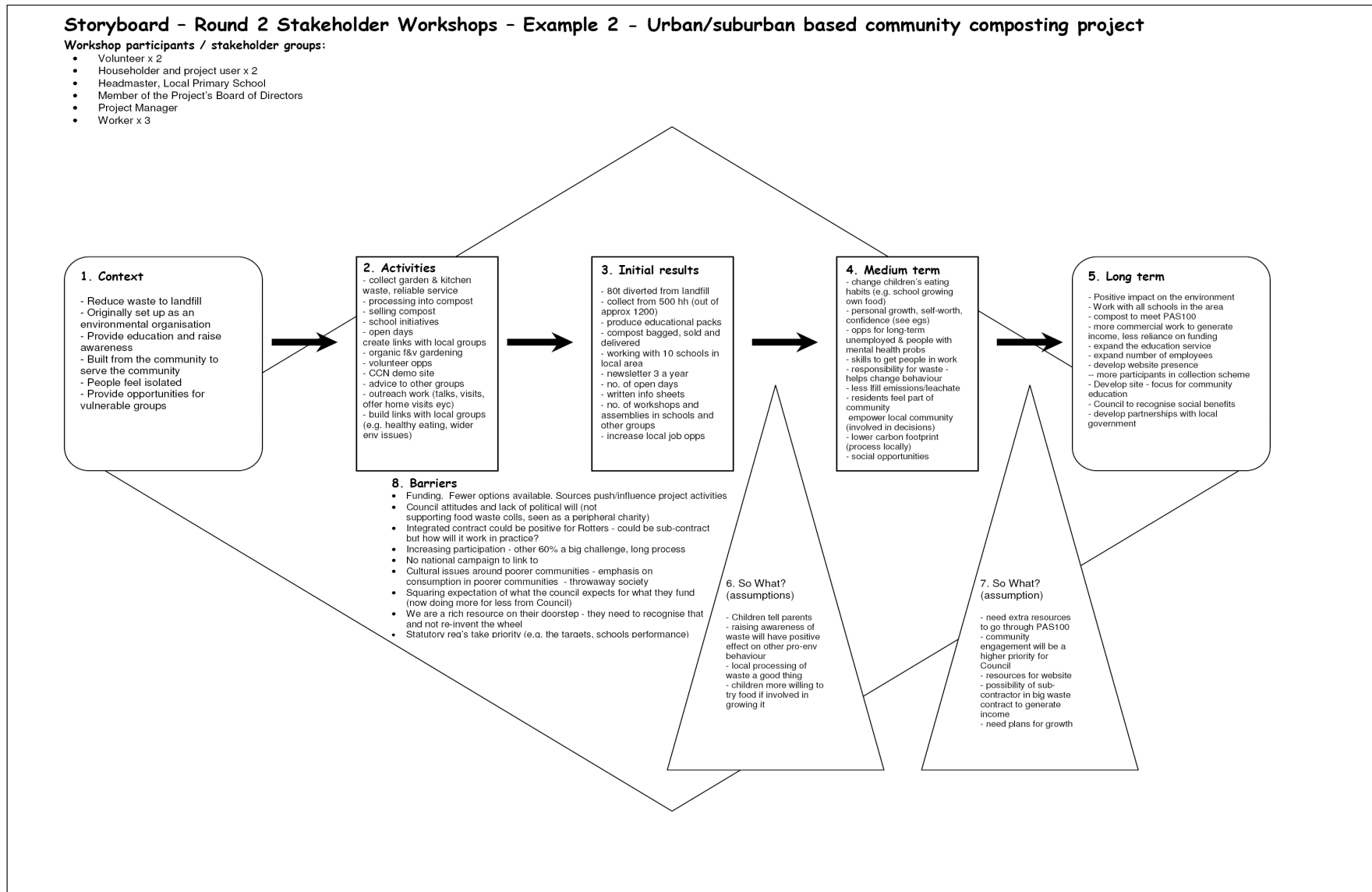
**Examples:**



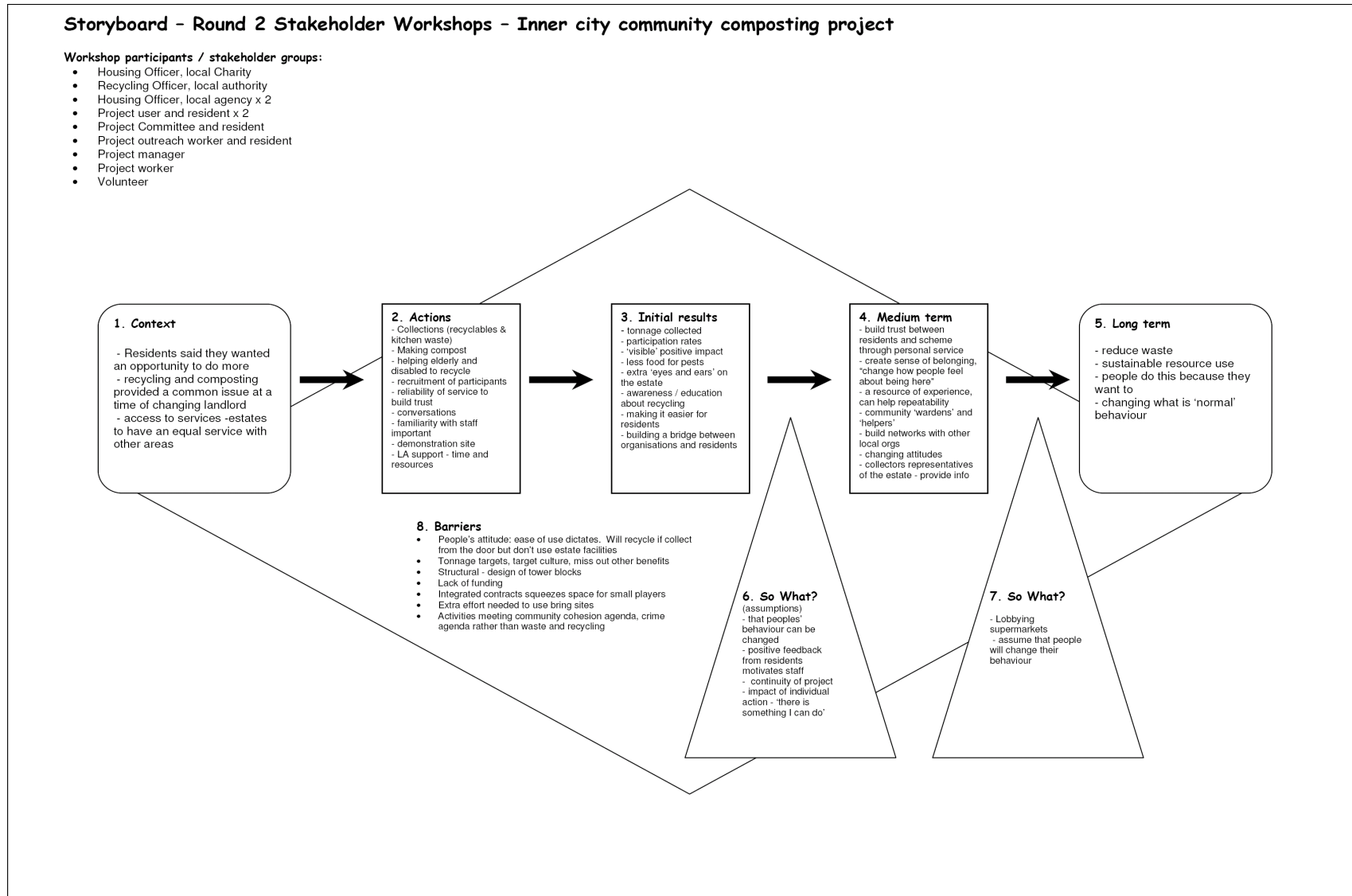
# Example of a completed Storyboard - Rural based community composting project



## Example of a completed Storyboard - Urban / suburban based community composting project



## Example of a completed Storyboard - Inner city community composting project





## 2.3 Exercise 3: Impact Mapping

### Purpose

The development of an Impact Map is a key stage in developing an evaluation framework for a community composting project.

The Impact Map identifies the most important stakeholders, the outcomes that they will be experiencing if the project is a success, as well as the steps that lead up to each outcome. With this information, it is possible to identify the best ways of knowing (indicators) that an outcome has happened (e.g. by tracking the steps, or observing the change at the end) and therefore the most appropriate way of collecting information to prove the project's impact.

### Preparation

**Who to invite:** Up to about 12 participants drawn from a selection of stakeholders who might be affected by or are able to affect the work of the project.

**What to say to them:** Invite participants saying that this is a formal scoping stage for the project's planning and evaluation. They will be part of an exercise in which they will be identifying those outcomes that are central to the achievement of the project's mission. Once the most important of these outcomes have been agreed, they will help decide the best 'ways of knowing' that outcomes are happening (*choosing indicators*), and offer practical advice from their own perspective of how such information might be collected to prove the project's impact.

**Role of facilitator:** To welcome participants, guide them through the steps, keep them to time.

**Materials needed:** Chairs arranged around a completed Storyboard Poster (from Exercise 2) on the wall or flipchart, 2 flipchart stands, flipchart paper and marker pens.

**When to use the exercise:** Ideally at the start of a project, or new project cycle, or as part of a strategic review process. It forms the last part of a project evaluation scoping, and naturally leads on from the less formal Storyboard, Exercise 2.

**Which tools work together:** This exercise takes the description of the project outcomes outlined in the Storyboard Exercise to a more precise level of detail, by identifying which stakeholders benefit, and the ways of knowing that an outcome has been achieved.

### Step by Step (Allow up to 60 minutes)

1. Attach the completed Storyboard to the wall for all the workshop participants to see. Review the story it tells by attempting to follow the logical path from the immediate results (Box 3) to the medium-term outcomes (Box 4), to the longer-term and wider outcomes (Box 5) via the triangles (6 and 7).
2. Make a long list of all the stakeholder groups (potential and actual beneficiaries) that are represented in the story.
3. Prepare a template for an Impact Map by drawing a table with 5 columns on a horizontal flipchart sheet using the headings shown below. (Stakeholder, Activities, Outputs etc.) There is no need to write out the suggested definitions provided, although you could read them out to the group to help focus the discussion.

stakeholder	activities	outputs	outcomes	ways of knowing
<p>The potential and actual <b>beneficiaries</b> of the community composting project</p> <p><i>(E.g. local residents, volunteers and workers, local businesses etc.)</i></p>	<p>The <b>things that you do</b> to effect some sort of change in people, the community, or the environment.</p> <p><i>(E.g. Providing a service, a programme, or a good to people. )</i></p>	<p>The <b>direct results</b> for beneficiaries. Usually outputs show that certain people receive something, learn something, or take part in something as a result of what you do or how you do it.</p> <p><i>(E.g. Easily observable or countable things, like the number of people involved, or the number of hours of training delivered etc.)</i></p>	<p><b>Longer-term change.</b> Describe why each output is important, in terms of the implications for, and the effect it has on, a local area or a group of people.</p> <p><i>This is the theory that an evaluation will be testing—the link between what you do and the things you care passionately about.</i></p>	<p>What will each <b>stakeholder experience</b> if a particular outcome is achieved? How will they (and we) know that it has happened?</p> <p><i>(E.g. If an outcome is that the project improves community cohesion, one way of knowing is that project participants report that they have made new friends and contacts through their involvement.)</i></p>

- Now from your long list of stakeholder groups, select a shortlist of the four or five most important, and list them in the left hand column of the table.
- For each **stakeholder**, think through the logic for how the project's specific **activities** and **outputs** (direct results) lead to a specific **outcome** for that particular stakeholder group. (Use the working definitions in each column to help decide where each piece of the story fits in).
- For each outcome, identify the most easily observable or recordable **way of knowing** that it has come about, and describe what this looks like in the final column of the Impact Map.
- These 'ways of knowing' represent a master list of the possible indicators you could use to prove the impact of the community composting project.
- For each of the ways of knowing that you have identified in the impact map decide which are the most important and the most feasible ways of collecting information that will inform your understanding of change taking place.

For ways of collecting information on specific indicators see the [Links to other tools and approaches for measuring outcomes](#) section of the website.



25/1/08

# WAYS OF KNOWING (INDICATORS)

## OUTCOME

## How Do WE KNOW?

A Confidence 4  
(small) to Jamie  
1 to 5 scaling  
5; 6; 3; 8; 9b

- 'Soul' sheet scores which measure skills. Repeat at 3 monthly intervals
- Work on upskills development.
- Forms part of individual records

B limited Social interaction 4  
- clothing  
- collecting  
5; 1; 6; 2;

- Reports (Views / Events) happening internal & external
- Observation from mgmt. team
- Could go & ask people
- Record anecdotal → verbal & tel.
- Investigate clusters & gaps in people's engagement with COMPO

C encourages gardening 4  
1; 5; 9a

- More people doing more + ① ② ③
- Amount of material collected increases (& no of people on the scheme)

D new skills 4  
- composting  
- handling / lifting  
W+S  
5; 6; 8; 7

- similar to 'Soul' points
- certification of staff
- COMPO records & abilities of the people (part of COMPO reporting)

25/1/08

## OUTCOME

## How Do WE KNOW?

E AWARENESS of recycling etc 4  
1; 2b; 9a+b;

- similar to 'Encouraging Gardening'
- Comparison of bin contents
- anecdotal + X local authority changes eg 2007 → 2008 etc
- Invitations to COMPO to present eg seminars & school events
- Increase in compost sales & interactions with purchasers
- Press / Media coverage records
- Website hits & use

F better understanding 4 by the comm. 4 of learning difficulties + visa versa 4

- Anecdotal → capture it + see ①, ②, ③
- 'Gifts' to COMPO from local community
- Any 'piggyback' opportunities to say get 2 COMPO questions on LA survey? Appraisal questionnaires
- Local video feature

1; 5; 6; 4b; 3 & rest!

G Compo as an entry route into micro enterprise for people experience with 4 Compo has enabled Chris to set up his own micro business to recycle furniture & electrical goods

- Business growth
- More micro businesses
- More people
- Business partnerships → mentoring

5/1/08 8:5

25/1/08

# OUTCOME

## How Do WE Know?

H

Building Relationships 4

whole list

5; 1; 9b; 3; 2

I

Health & Well Being 4  
helped Chris 4  
lose weight + keep fit

J

using compost locally - growing veg - improved soil

as E

K

team working 4  
int. & ext. dimensions

5, 8, 6,

L

individual independence & wider employ for other

5, 3, 8,

& see 9b →

- Networks ⇒ growth & needs
- Partnerships with other agencies → COMPO on the agenda & representation.
- X links with others websites
- Log of activities + improved health
- see A
- Less absenteeism & health visits

- see E & C + organic gardening
- document +ve feedback from all sources

- Comms. between COMPO & Parish & District Council
- verbally; meetings; letters
- Warmth → see storyboard
- Media & teams working together & evidence of this

- People able to live independant
- Transition of people into work

"I thought the workshop was excellent and I learnt a good deal from it... the last exercise was really interesting and the way the flow diagrams worked made us really analyse what we've been doing and what more could be done."  
Participant, Devon Workshop

"We also need to work on changing public perception. This will only happen if people know what we do, because it is usually ignorance that causes the sniggers."  
Participant, Devon Workshop

"How great it was that you chose to work with Rotters for one of your round 2 stakeholder workshops. The organisation of the workshop was very well thought out, using the Storytelling - common themes."  
Rotters, Liverpool

"Breaking down all that Rotters is about into the Storyboard Template was extremely useful and a real eye opener in terms of how we can work more effectively within the local community."  
Rotters, Liverpool

"I really enjoyed Friday's workshop... the methods used for measuring and discussion were excellent."  
Exeter Workshop Participant

### 3.0 'Outcomes and ways of knowing' for rural based community composting project

OUTCOMES	WAYS of KNOWING
more home composting	number of comp bins sold (but doesn't mean using!) ask people (home surveys) waste audits to assess whether less organic waste arising reduced sales of compost
less litter, less fly tipping	national indicators for cleanliness ask people (satisfaction surveys)
using less plastic bags	number of bags distributed by outlets (survey shops) sales of cloth bags shops using re-usable bags or paper bags
pride in work sense or purpose happiness inspiration empowerment young people treated with respect and as an equal opportunities for young people	personal testimony track volunteers / employees in terms of future jobs / activities / education
create greater community spirit	increase in the number of people coming to events increase in the number of volunteers / users increase in sales less trouble / crime personal testimony - collect comments from users - graffiti wall
create local jobs	local employment figures
reduced transport	less traffic on roads (surveys) increase in public transport use increase in people cycling
plugging leaks in local economy	local currency
increased awareness more use of LA systems advocates for recycling message	repeat visits / site use participation monitoring (but result of lots of variables) ask new visitors 'how did you hear about us?' ask people what they do once they have left replica projects elsewhere
less bonfires on allotments	better air quality

**'Outcomes and ways of knowing' for urban/suburban community composting project**

<b>OUTCOMES</b>	<b>WAYS of KNOWING</b>	<b>Main Beneficiaries (stakeholders - in order))</b>
Change in children's eating habits (through working with schools - composting and small garden growing some of own vegetables)	levels of enthusiasm - children getting involved in the gardening and composting talk and record - what the school and children are saying - before and after questionnaire try different food better knowledge of foodstuffs	1 - Children 2 - Schools 3 - Residents and local community
personal development, more confidence and self-worth	talk and record changes in the individual - e. g. before and after questionnaires with volunteers talk to people around the individual about the change e.g. carer, family, friends Keep information on what volunteers do next - e.g. courses undertaken, employment etc ability to work as part of a team	1 - People taking part in projects (vulnerable groups) 2 - Project board and staff 3 - Residents and local community
people are inspired	collect anecdotes to build a body of evidence	as above
people feel part of the community people feel empowered social opportunities	open day - numbers and involvement (questions/comments board) press coverage and relationship growing contacts / database residents on the board of Rotters more people get involved in volunteering opportunities political impacts	1 - Residents and local community 2 - People taking part in projects (vulnerable groups)
improve skills and employability	record of what they do next (as above) personal record of skills training before and after questionnaire on abilities and confidence	1 - People taking part in projects (vulnerable groups)
reduce carbon footprint	process locally (less transport and less landfill) tonnage figures for waste diverted from landfill avoided mileage figures standard figures for methane generation in landfill (methane avoided)	1 - The environment 2 - Local community 3 - Local Council 4 - The Government
awareness of	the increase in people buying compost	1 - The

compost	<p>from the project</p> <p>more people participating in the collection service</p> <p>more schools (and other clubs/organisations) getting involved with the project's education programme</p>	<p>environment</p> <p>2 - Residents</p> <p>3 - Local community</p>
change behaviour	<p>more participants in scheme</p> <p>ask people about their 'waste' behaviour</p> <p>ask people about 'environmental' behaviour</p> <p>new respect and understanding for nature</p>	<p>1 - The environment</p> <p>2 - Residents</p> <p>3 - Local community</p> <p>4 - Local Council</p> <p>5 - The Government</p>

## 'Outcomes and ways of knowing' for inner-city community composting project

OUTCOMES	WAYS of KNOWING
Changing attitudes Pester power	Surveys - before and after knowledge of recycling: WHAT they know and HOW they know Council do school projects based around litter that where they survey pupils behaviour Requests for 'recycling' kits from schools Anecdotal evidence Increase in participants and in tonnage collected Increase in demand for recycling bags (e.g. caddy liners)
Community 'wardens' and 'helpers'	Community safety People say they feel safer Caretakers on estates doing similar job
Improved environment-safer and cleaner	Fewer pest call outs (links with pest control) Caretaking service reporting Before and after survey of residents about how they feel
Building trust through personal service	How participants are engaging with the project Participants as a result of word of mouth
Change how feel about being here Sense of belonging	People smile, more conversations More people involved in other projects More pride in homes Turnover of residents reduced (people stay longer) Visually the environment is improved
Building networks with other local organisations Developing an resource of experience Repeatability	Being used as an example, demonstration site and referrals from networks and others Council pass people onto the project for advice Links with project with different objectives (e.g. youth work) Links with housing organisations, caretakers



# Appendices

## 1. Signposting to other tools and approaches for measuring outcomes<sup>1</sup>

### **Centre for Local Economic Strategies: Evaluating regeneration projects and programmes**

A guide primarily aimed at people undertaking an evaluation of a regeneration project, outlining tools and skills through a detailed step-by-step approach. Contact CLES at [www.cles.org.uk](http://www.cles.org.uk)

### **Charities Evaluation Service**

The Charities Evaluation Service (CES) provides information and advice on quality and evaluation systems for the voluntary sector. It offers courses on monitoring and evaluation and quality assurance, and can also provide in house training tailored for a specific organisation. CES can also provide consultancy in monitoring, evaluation and quality systems for charities and funders, as well as help an organisation to develop its own self-evaluation framework, commission an external evaluation or develop a custom-made quality system. For more details visit [www.ces-vol.org.uk](http://www.ces-vol.org.uk)

### **Church Urban Fund**

The Church Urban Fund (CUF) is a not for profit organisation supporting social action in the most deprived areas of England. As well as financial support in the form of small grants, the organisation offers material support through a range of online resources and tools for projects to develop, plan and evaluate community based projects. To stimulate some ideas for how to go about telling a project's story it is worth having a look at their Project Reflection and Development Tools (based on Prove It's Storyboard and Project Reflection workshops) as well as an approach they have developed for assessing the value that a church contributes to the community. These can be accessed at [www.cuf.org.uk/tools.aspx](http://www.cuf.org.uk/tools.aspx)

### **Community Planning Website**

Developed by Nick Wates and Associates, the Royal Town Planning Institute and a host of other partners including the Department for Communities and Local Government (DCLG) and the Department for International Development (DfID) the Community Planning Website has grown out of the Community Planning Handbook that was produced in 2000. Although the book is still available, the website provides instant access to comprehensive information at:

[www.communityplanning.net/index.htm](http://www.communityplanning.net/index.htm)

### **HLF Young Roots Project Evaluation Pack**

A pack which was put together to help groups funded through The Heritage Lottery Fund Young Roots programme to evaluate their project. It contains activities to use with a group of people that are involved in a project. The activities can work on many types of project and are pick 'n' mix, so you can choose those

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<sup>1</sup> This section is taken from *Evaluating your HLF project*, Heritage Lottery Fund Guidance, April 2008 pages 39 to 43. For the full publication see: [http://www.hlf.org.uk/HLF/Docs/HelpingYourApplication/Evaluating\\_your\\_HLF\\_project.pdf](http://www.hlf.org.uk/HLF/Docs/HelpingYourApplication/Evaluating_your_HLF_project.pdf)

you think will work best. See [www.hlf.org.uk/NR/rdonlyres/5958B2E4-99AE-4973-A3BA-5C0ADF94DA53/1479/youngrootsevaluation.pdf](http://www.hlf.org.uk/NR/rdonlyres/5958B2E4-99AE-4973-A3BA-5C0ADF94DA53/1479/youngrootsevaluation.pdf)

### **Institute for Volunteering Research**

The *Volunteering Impact Assessment Toolkit* was developed as a self-assessment exercise for VIO organisations to gain a clearer understanding of the impact of volunteering activity on the four main stakeholder groups involved: the Volunteers; the Host Organisation; the Service Users and the Wider Community. It provides the framework and tools (including ready-made questionnaires) to explore a range of service outputs and potential impacts of their activities for example on the skills, knowledge and confidence of staff, volunteers and users and the communities in which they live and work. To find out more about the Institute visit **www.ivr.org.uk** and to obtain the toolkit, visit:

**[www.volunteering.org.uk/Resources/publications/volunteeringtoolkit.htm](http://www.volunteering.org.uk/Resources/publications/volunteeringtoolkit.htm)**

### **Look Back Move Forward**

**Look Back Move Forward** (LBMF) is a simple participative project evaluation and learning tool. The tool guides a two-hour self-facilitated workshop that focuses on an interactive poster. The poster comes with instructions to guide participants through a series of stages, giving them the opportunity to reflect on a project they have worked on together from a number of different perspectives, as well as to compare and learn from each other's experiences. The finished poster provides a visual record of the participant's views on the project, which can be used for discussion and learning. For two examples of online versions of this tool see:

<http://www.proveandimprove.org/new/tools/documents/5EvaluationPosterSessionInstructions.doc>

and

<http://www.proveandimprove.org/new/tools/documents/6EvaluationPoster.doc>

Also here is a version of the tool adapted by **nef** for the Church Urban Fund:

<http://www.cuf.org.uk/images/users/5/Project%20Reflection%20Workshop2.pdf>

### **Forestry Commission Participation Toolbox**

Designed for forest and woodland managers to support public involvement activity. Although the website has been designed for practitioners working in forestry, it provides information relevant for any project officer who is looking to involve a wide group of stakeholders in planning or evaluation activity. The toolbox helps users identify for themselves whom to involve, which tools to use, when to use the tools, and what resources will be needed. The toolbox can be accessed and downloaded for free at

**[www.forestry.gov.uk/toolbox](http://www.forestry.gov.uk/toolbox)**

### **GreenSTAT**

GreenSTAT is a system that gives local residents the opportunity to comment on the quality of their open spaces and how well they feel they are being managed and maintained. Developed by GreenSpace it records users' views of their local parks and green spaces, and is used by projects funded through HLF's Parks for People programme. See **www.greenstat.org.uk**

### **Museum and Libraries Association – Inspiring Learning for All**

The Measure Learning Toolkit provides a method for using what people say about their learning experiences in museums, archives and libraries to provide evidence of impact. It uses a framework based on a range of Generic Learning Outcomes (GLOs) to create a common language for aggregating evidence of learning across services and service points. The website provides an online toolkit for assessing participants' and visitors' feedback in terms of the changes that their experiences have brought about. This can be accessed at

**[www.inspiringlearningforall.gov.uk/introduction/default.aspx](http://www.inspiringlearningforall.gov.uk/introduction/default.aspx)**

### **Participation works!**

This handbook contains 21 proven techniques from around the world for involving people in various types of community activity, including planning and evaluation. It shows how to choose between different approaches, how to use them properly and where to go for more information. Although published in 1998, it still provides a helpful overview of tried and tested methods for community participation. The booklet is available as a Word document that can

be downloaded for free at **[www.neweconomics.org/gen/z\\_sys\\_PublicationDetail.aspx?PID=16](http://www.neweconomics.org/gen/z_sys_PublicationDetail.aspx?PID=16)**

### **People and Participation website**

This is an online resource for anyone looking to enhance the quality of participation in their projects. You can register and access the information and resources available at

**[www.peopleandparticipation.net/display/Involve/Home](http://www.peopleandparticipation.net/display/Involve/Home)**

### **Plugging the Leaks and LM3**

**nef** (the new economics foundation) has developed evaluation tools that provide simple ways to understand and measure local economic impact. Plugging the Leaks provides a participative framework for mapping how a local economy works and how it could be made to work better. LM3 is a tool that allows project managers to measure the way local money flows, in order to be able to demonstrate if there has been an increase in a project's local economic impact. More details of the thinking behind the tools can be found at

**[www.pluggingtheleaks.org](http://www.pluggingtheleaks.org)** LM3 is also available as a web-based tool, *LM3 Online*, making the data collection process relatively quick and simple. *LM3 Online* is free for charities and non-profit organisations and can be accessed by visiting **[www.lm3online.org](http://www.lm3online.org)**

### **Prove It!**

Prove It! was initially developed by **nef** in partnership with Groundwork UK and Barclays Sitesavers as an approach to measure the effects of neighbourhood renewal on local people. Subsequent developments of the approach include a lighter version that upholds the principles of measuring what matters and involving stakeholders at the heart of the process whilst keeping measurement manageable and possible for small

organisations. For the original handbook see:

**[www.neweconomics.org/gen/z\\_sys\\_publicationdetail.aspx?pid=2](http://www.neweconomics.org/gen/z_sys_publicationdetail.aspx?pid=2)**

And for a general overview of Prove It! and the subsequent developments see

**[www.proveandimprove.org/new/tools/proveit.php](http://www.proveandimprove.org/new/tools/proveit.php)**

### **Proving & Improving – A quality and impact toolkit for social enterprise**

This site was constructed as part of a project to support social enterprises in planning, managing and evaluating their work. As well as providing details on specific quality and impact measurement tools such as Social Accounting, PQASSO, EMAS or Eco Mapping, the site provides general guidance for measurement and evaluation for any outcomes-focussed initiative. Browse **[www.proveandimprove.org](http://www.proveandimprove.org)** for more details.

And in particular for choosing specific tools see

<http://www.proveandimprove.org/new/meaim/gatherinformation.php> and

<http://www.proveandimprove.org/new/tools/toolschart.php>

### **JNCC Common Standards Monitoring for Designated Sites**

The publication of 'common standards' for monitoring nature conservation was a requirement of the 1990 Environmental Protection Act. The standards were developed by the Joint Nature Conservation Committee and provide a reliable method with which to assess the conservation status of nature sites over time. See **[www.jncc.gov.uk/page-2198](http://www.jncc.gov.uk/page-2198)** for more details.

### **Research Centre, City College Norwich**

The research centre has teamed up with a group of voluntary organisations in Norfolk to develop the *SOUL Project*. SOUL stands for Soft Outcomes Universal Learning and the project grew out of a need identified by the Norfolk voluntary and community sector to evidence the progression of their clients in relation to informal learning. This is learning which does not lead to a recognised qualification and takes place in a wide variety of settings. One of the partnership's objectives was the development of a system to monitor and measure progression in 'soft' outcomes. The tool is in the process of development, but to find out more visit **[www.theresearchcentre.co.uk](http://www.theresearchcentre.co.uk)**

### **Social Audit Network**

The Social Audit Network's (SAN) mission is "to promote and support social accounting as the preferred means whereby organisations operating in the community, social economy and public sectors report on their social, environmental and economic performance and impact". SAN distributes information regularly to a growing email network worldwide, provides training courses in social accounting and audit and manages a register of SAN approved social auditors. SAN has recently published its updated Social Accounting and Audit Manual and CD. To find out more visit **[www.socialauditnetwork.org.uk](http://www.socialauditnetwork.org.uk)**

## **A2 Theory of change**

Theory of change refers to the backward link from an outcome to the original actions and activities that were designed to bring it about. For an evaluation of outcomes to be meaningful, it must be framed in a way that demonstrates this link. For details on how to incorporate theory of change thinking into an evaluation, visit the Aspen Institute Roundtable on Community Change website at **[www.theoryofchange.org](http://www.theoryofchange.org)**

### **Triangle Consulting**

This consultancy specialises in developing outcomes measurement, and in particular the Outcomes Star, a tool for tracking distance travelled for the much harder to measure outcomes relating to an individual's personal growth and development. Specialist versions of the Outcomes Star tool have been or are being developed for use with homeless people, and for projects addressing drug and alcohol addiction, domestic violence, parenting and mental health issues. For more details see **[www.triangleconsulting.co.uk](http://www.triangleconsulting.co.uk)**

### **UK Evaluation Society**

The UK Evaluation Society exists to promote and improve the theory, practice, understanding and utilisation of evaluation and its contribution to public knowledge and to promote cross-sector and cross-disciplinary dialogue and debate. This website provides information about the activities of the UKES and news about other evaluation activities, jobs, contracts, events, resources in the UK and internationally. For more details see **[www.evaluation.org.uk](http://www.evaluation.org.uk)**

### **Wildlife Trusts – Guidance on Evaluating**

and Monitoring our People and Wildlife Work This evaluation guide book was produced by the Berkshire, Buckinghamshire and Oxfordshire Wildlife Trust with funding support from HLF. It was written to provide a system for monitoring the backgrounds of people with whom the Wildlife Trusts work and a method for evaluating 'personal and social benefits'. To contact the Trust see **[www.bbwt.org.uk](http://www.bbwt.org.uk)**

### **A3. Theory of change through storytelling**

Theory of change can explain how activities and actions that give rise to immediate results can also be the building blocks for longer-term outcomes and impacts (Anderson, 2003). Theory of change refers to the backward link from an outcome to the original actions and activities that were designed to bring it about. For measurement to be meaningful, it must be framed in a way that demonstrates and illustrates this link.

One approach to demonstrate this link is documenting an organisation's narrative in a way that describes the logical link between all its activities, outputs and outcomes, where an outcome is understood as being the value of an intervention to a particular stakeholder group. This narrative or 'theory of change' is documented in a *storyboard* or more formally in an *impact map* and is fundamental to identifying the appropriate things (the most important things) to measure in order to know if and to what extent the organisation is achieving its mission and being true to its values (for examples of storyboards see Appendices 4 and 5).

Understanding the theory of change is key in highlighting the distinction between *outcomes* that relate to the achievement of the organisation's mission and objectives, and by contrast those *outputs* that relate to the quality of the service being provided. Collecting data on the latter provides evidence for how effective the organisation is at what it does. Collecting data on the former addresses the much trickier questions about whether the organisation is doing the right things in order to achieve its desired impact.

Understanding what outputs and outcomes are, and the distinction between them, is crucial in understanding the change a community composting project has or could bring about. In our context *outputs* relate to the direct and tangible products from the composting activity and tend to be relatively easy to count - such as the quantity of green waste collected or the amount of compost produced, the number of volunteers involved, the number of hours of training delivered or the number of schools visited. Outputs are often stipulated or characterised as deliverables by funders. *Outcomes* relate to the wider changes and effects that happen as a result of work undertaken, e.g. the effect on volunteers and the local community from participating in a composting project. Outcomes tend to be less easy to count but nonetheless very important things. Examples may include the impact of training in terms of building skills, ability and confidence. Or bringing together local people to work on a project may have a positive impact on a community - people make new friends and networks, communicate more, feel more informed and part of their locality. Knowing the difference between, and being able to identify outputs and outcomes is vital in understanding the longer-term, deeper rooted effect of a project and demonstrating that effect.

In the past the ways of demonstrating the effects of community and voluntary organisations has tended to focus on outputs - whilst outputs are important and need to be counted they can only ever be a poor proxy for understanding and demonstrating effects. Also in the past there has been a lack of distinction between what is meant by outputs and outcomes and using the term interchangeably can lead to uncertainty and confusion (NCVO, 2004).

#### **A4 Summary - Theory of change and the status of outcomes (plus example)**

- Theory of change refers to the backward link from an outcome to the original actions and activities that were designed to bring it about. For measurement to be meaningful, it must be framed in a way that demonstrates this link.<sup>2</sup>
- An organisation's narrative, as embodied in the impact map, describes the logical link between all its activities, outputs and outcomes, where an outcome is understood as being the value of an intervention to a particular stakeholder group. This narrative or 'theory of change' is fundamental to identifying the right things (the most important things) to measure in order to know if and to what extent the organisation is achieving its mission and being true to its values.
- Understanding the theory of change is key in highlighting the distinction between outcomes that relate to the achievement of the organisation's mission and objectives, and by contrast those that relate to the quality of the service being provided. Collecting data on the latter provides evidence for how good the organisation is at what it does. Collecting data on the former addresses the much trickier questions about whether the organisation is doing the right things in order to achieve its desired outcomes.

For example, for Pepys Community Recycling (PCR) in London, a number of the outcomes identified as important in the Storyboard and Impact Mapping workshop with stakeholders included the organisation's capacity for building links with other organisations, and trust with the local residents in the neighbourhoods that it operates. Clearly this is an important aspect of how PCR achieves its mission, but it is not the end in itself – it is part of the means. In one sense it could even be seen as an output from the networking and recruitment activities the organisation undertakes.

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<sup>2</sup> See [www.theoryofchange.org](http://www.theoryofchange.org) to find out more

## A5. Mapping and discussion of outcomes identified in the pilots

In the pilot phase, participants at workshops held with 5 community composting projects were invited to develop the outputs and outcomes for each group of stakeholders. These were then reviewed in terms of the ways the group and their stakeholders may know that these outcomes are happening (what we subsequently refer to as 'ways of knowing') and possible ways to collect information to demonstrate impacts and change.

By way of a summary and in order to make sense of the data gathered at the 5 pilot workshops we have separated the mapping of outcomes into a two stage process:

Stage 1 – summary of outcomes highlighted for each organisation;

Stage 2 – more precise definition of what outcomes mean for the various stakeholder groups represented in the project's story. This is necessary from the point of view of a measurement process to know where to look for evidence of impact, and how to gather the data in each situation.

In presenting the findings from Stage 1 and summarising the outcomes for each organisation it is possible to categorise and draw a distinction between the following headings:

- Technical and service improvement
- Individual changes
- Community changes

Individual changes and community changes can be further subdivided into a number of domains. These domains and a brief explanation are illustrated in Table below:

**Table 1: Outcome domains for Individual and Community Change**

	<b>Outcome Domain</b>	<b>What it means</b>
<b>Individual change</b>	Health and Well-being	People are physically and mentally healthier People feel better about themselves
	Safety	People feel safer have a sense of belonging, and crime is reduced
	Meaningful activity	People take part in meaningful activity through involvement with the project and may move towards other meaningful activity (e.g. employment, or volunteering)
	Pro-social / pro- environmental behaviour	People practice positive environmental and pro-social behaviour
<b>Community change</b>	Social	Community cohesion, communities are more active and engaged
	Environmental	The quality of the environment is improved (air quality, tidy streets, green space, reduced transport, CO2 and CH4 emissions)
	Economic	People are better off financially. There are more opportunities to spend and keep money within the local economy.



A summary of the outcomes for each group are mapped under each of the domains and illustrated in Table 2 below which shows that many of the outcomes are shared across the groups who took part in the pilot.

**Table 2: The range of outcomes identified in the Pilot projects**

Organisation	Outputs Technical and service performance	Outcomes						
		Individual change				Community change		
		Health and wellbeing	Safety and belonging	Meaningful use of time and new skills	Pro-social / environmental behaviour	Social	Environmental	Economic
York Rotters	Less waste miles. Tonnes composted. Community outreach (e.g. schools, open days). Number of volunteers	Inspired and empowered. Confidence and self-esteem. Feel good factor. Improved diet and health	Sense of belonging	Home composting and gardening skills. Learn from different perspectives. Every contact learns something new.	Waste ownership. Respect for others. Knowledge of natural cycles	Regular social events. Opportunities to have more contact with neighbours and make new friends.	Improved soil quality and structure. Positive impact re climate change, reduced CO <sub>2</sub> and CH <sub>4</sub> . Lower carbon footprint. Composting on the school curriculum	Small number of paid full/part time staff.
Proper Job	Demonstration site. Less waste miles. Tonnes recycled, composted. Local jobs. Number of volunteers, users, visitors, open days. Repeatability – advise other projects. Help regulators understand benefits and practical issues.	Inspired and empowered. Confidence and self-esteem. Feel good factor. Improved diet and health	Sense of belonging and community spirit	Take on work responsibilities. Site maintenance including composting.	Respect and regard for others. Demonstrate sustainable living (eg off-grid energy). Raises awareness. Encourages more recycling / home composting. Pride in the area / own home.	Builds community spirit (contributing to community cohesion). A 'social hub' for the village	Local air quality. Less fly-tipping. Availability of green products. Improved soil quality and structure.	Food grown sold in café. Availability of local, organic, fair-trade food. Sales on re-use site. Compost club. Small number paid part-time staff.
Rotters Liverpool	Demonstration site. Less waste miles. Tonnes composted. Participation rates. Schools outreach, education packs, open days. Number of placements.	Empowered. Confidence and self-esteem. Feel good factor. Personal growth. Change children's eating habits.	Sense of belonging	Gardening skills. Cooking skills. Work responsibilities. Basic employment skills.	Waste ownership - personal responsibility. Knowledge of natural cycles. Raises awareness. Pride in the area / own home	Build a sense of belonging. Community empowerment - involved in decision making.	Lower carbon footprint. Improved soil quality and structure.	Small number of paid full/part time staff.
Pepys Community Recycling	Less waste miles. Tonnes composted. Participation rates. Demonstration site, repeatability – advise other projects. Build networks with other local organisations. Equality and convenience of service.	Feel good factor.	Collectors become community 'wardens' and 'helpers'. Extra 'eyes and ears' on the estate. People feel safer.		Waste ownership - personal responsibility. Raises awareness. Pride in the area / own home	Build a sense of belonging. Build trust between residents and PCR. Feel safer.	Fewer vermin/pests on estates. Estates look cleaner.	Small number of paid full/part time staff.
Compo	Demonstration site. Less waste miles. Tonnes composted. Participation rates. Number of clients/users. Accredited courses. Networks with local agencies.	Confidence and self-esteem. Outdoor working environment and exercise. Improved health.		Employment skills - team working, handling/lifting, health & safety, reliability, timekeeping. Composting skills. Moving towards independent living. Entry route into micro-enterprises	Respect and regard for others. Raises awareness about composting and resource issues.	Understanding and communication between residents and special needs adults.	Lower carbon footprint. Local air quality. Improved soil quality and structure. Less peat.	Small number of paid full time staff. Compost club.

Each group of stakeholders has different reasons and objectives for their interest and involvement with community composting activities. During the workshops participants were asked to identify the key stakeholders in their project. The range of stakeholders identified and a number of possible objectives for their involvement in the composting projects are illustrated in Table 3 which also shows how the objectives expand from the individual and group level to encompass the local community and local and national policy objectives.

**Table 3 - Stakeholder groups, stakeholder types and objectives**

<b>Stakeholder Groups</b>	<b>Stakeholder type</b>	<b>Their objectives</b>
Project workers	<ul style="list-style-type: none"> <li>Project volunteers</li> </ul>	<ul style="list-style-type: none"> <li>Waste management</li> <li>Pursue awareness-raising and advocate composting activity</li> <li>Make new friends and contacts</li> <li>Engage in meaningful activity</li> <li>Gain skills and knowledge</li> <li>Personal and professional development</li> <li>Improve earning potential</li> <li>Employment income</li> <li>Health and wellbeing benefits</li> </ul>
Project workers, users and beneficiaries	<ul style="list-style-type: none"> <li>Project paid staff</li> </ul>	
	<ul style="list-style-type: none"> <li>Board of Directors, trustees</li> </ul>	
	<ul style="list-style-type: none"> <li>Project placements - including work experience, education and training in composting</li> </ul>	
Local community engaging with activities	<ul style="list-style-type: none"> <li>People with special needs taking part in community projects as part of a programme of meaningful activity</li> </ul>	<ul style="list-style-type: none"> <li>Pursue natural cycles - gardening/composting</li> <li>Waste management</li> <li>Gain skills and knowledge</li> <li>Social interaction with project workers</li> </ul>
	<ul style="list-style-type: none"> <li>Householders involved in composting activities (including at home)</li> </ul>	
	<ul style="list-style-type: none"> <li>Householders from whom waste is collected</li> </ul>	
	<ul style="list-style-type: none"> <li>Householders who deliver their waste to a composting centre</li> </ul>	
Wider community	<ul style="list-style-type: none"> <li>Schools involved in composting activities</li> </ul>	<ul style="list-style-type: none"> <li>Education and practical experience of natural cycles - gardening/composting</li> </ul>
	<ul style="list-style-type: none"> <li>People living beyond the geographical reach of the project's activities</li> </ul>	<ul style="list-style-type: none"> <li>Reduction in transport - waste miles</li> <li>Improved air quality</li> <li>Reduction of greenhouse gas emissions</li> <li>Prevention of environmental related 'bads'</li> </ul>
Wider community	<ul style="list-style-type: none"> <li>People living within the geographical reach of an initiative, but not directly engaged with the activities</li> </ul>	<ul style="list-style-type: none"> <li>Clean streets</li> <li>Improved built environment</li> <li>Reduction in unnecessary transport usage</li> <li>Improved air quality</li> <li>Thriving local economy (real choice)</li> </ul>
	<ul style="list-style-type: none"> <li>Departments responsible for meeting environmental targets on waste and recycling</li> </ul>	<ul style="list-style-type: none"> <li>Meeting waste and recycling targets</li> <li>Avoidance of LAT fines</li> </ul>
Local Government: Waste & recycling services	<ul style="list-style-type: none"> <li>Departments responsible for providing health (physical and mental) support services</li> </ul>	<ul style="list-style-type: none"> <li>Support physical and mental health service delivery</li> <li>Address community health issues</li> </ul>
Local Government: Health and Wellbeing	<ul style="list-style-type: none"> <li>Departments responsible for crime reduction</li> </ul>	<ul style="list-style-type: none"> <li>Support efforts to address community safety issues</li> </ul>
Local Government: Community Safety	<ul style="list-style-type: none"> <li>DWP</li> <li>DEFRA</li> <li>Treasury</li> </ul>	<ul style="list-style-type: none"> <li>Reduction in benefit payments</li> <li>Increase in employment tax revenues</li> <li>Meet global environmental targets (CO2 emissions)</li> </ul>
Central Government		

### Individual change - health and wellbeing

Stakeholder type	York Rotters	Proper Job	Rotters Liverpool	Pepys CR	Compo
Project workers - staff volunteers placements users	Confidence and self-esteem Learn new perspectives Improve attitude to fresh food Improved mental and physical health Feel good factor Inspiration Friendships	Happiness Inspiration Empowerment Treated with respect Sense of purpose Feel good factor	Confidence and self-esteem Personal development and growth Empowerment Improve eating habits Feel good factor		Confidence and self esteem Physical outdoor work - weight loss and improved health Move towards independent living Treated with respect and build respect for others
Householders and others engaged with activities	Feel good factor	Sense of place Sense of community Feel good factor Empowerment Access to local, organic, fairtrade food - improved diet.	Improve children's eating habits (schools). Feel good factor	Some social contact though collections and outreach work for isolated individuals	Develop understanding between residents and adults with learning difficulties Feel good factor
Local community not engaged with activities		Access to local, organic, fairtrade food - improved diet.			

### Individual change - safety and belonging

Stakeholder type	York Rotters	Proper Job	Rotters Liverpool	Pepys CR	Compo
Project workers - staff volunteers placements users	Sense of belonging	Create greater community spirit Young people treated with respect and as an equal If you are involved in PJ you are part of the community	People feel part of doing something good for the community and of something worthwhile	Collectors also "helpers on the estates" Build trust between residents and PCR through word of mouth	Placements and users part of the project - belonging through meaningful activity
Householders engaged with activities			Supporting worthwhile activity	Sense of belonging - "change how people feel about being here" People feel safer	
Local community not engaged with activities	Associated Environment Centre a focus point and runs community activities	Café a 'hub' for the community		Build networks with residents and other groups Improved environment - people feel safer	

### Individual change - meaningful activity (use of time) and new skills

Stakeholder type	York Rotters	Proper Job	Rotters Liverpool	Pepys CR	Compo
Project workers - staff volunteers placements users	Home composting and gardening skills. Every contact learns something new. Environmental knowledge. Feel good factor.	Site maintenance including composting. Learn work responsibilities. Involved in something worthwhile for the community. Feel good factor.	Gardening skills. Cooking skills. Environmental knowledge. Improve employment and social interaction skills. Part of something worthwhile. Increases employability.	Trialling and learning estates based composting. Feel good factor.	Accredited skills. Learn range of work and social interaction skills. Move towards independent living. First step to employability.
Householders engaged with activities					
Local community not engaged with activities					

### Individual change - Pro-social/environmental behaviour

Stakeholder type	York Rotters	Proper Job	Rotters Liverpool	Pepys CR	Compo
Project workers - staff volunteers placements users	Knowledge of natural cycles. More respect for the environment. Waste ownership and personal responsibility. Opportunities for social interactions.	Encourages other pro-env and social behaviour. Advocates for recycling message. Demonstrate sustainable living. Develops respect and regard for others.	Waste ownership - personal responsibility. Knowledge of natural cycles. More respect for the environment.	Waste ownership - personal responsibility.	Respect and regard for others. Better understanding of and interaction with residents for adults with learning difficulties.
Householders engaged with activities	More home composting. Waste ownership - personal responsibility. Raise awareness and encourages other pro-env and social behaviour.	Raises awareness and encourages other pro-env and social behaviour. Increased participation in council recycling service. More home composting. Pride in area. Fewer bonfires. Develops community spirit.	Waste ownership - personal responsibility. Residents feel part of the community. Supporting worthwhile activity.	Pride in local area / home. Taking part feels good - one way of doing your bit. Raises awareness. Convenience encourages participation. Supporting local activity.	Better understanding of, and interaction with, adults with learning difficulties for residents. Supporting worthwhile activity
Local community not engaged with activities	Access to initiatives and activities through the associated Environment Centre.		Through work with schools access those engaged and wider community.	Community activities organised through parent organisation - local centre a focal point for the community	

## Community change – Social

Stakeholder type	York Rotters	Proper Job	Rotters Liverpool	Pepys CR	Compo
Local community & local environment	Access to initiatives and activities through the associated Environment Centre.	Provides a focus point and hub for the community		Community activities organised through parent organisation - local centre a focal point for the community	
Local Government		Reduced spending on support (employment) benefits.	Improved opportunities for placements & training for disadvantaged groups. Reduced spending on benefit support and health.	Community safety spend reduced	Improved opportunities for therapeutic work placements. Improve skill base - adults with learning disabilities Reduced spending on benefit support and health?
Central Government					

## Community change – Environmental

Stakeholder type	York Rotters	Proper Job	Rotters Liverpool	Pepys CR	Compo
Local community & local environment	Access to initiatives activities through the associated Environment Centre. Lower carbon footprint - fewer 'waste' miles, less landfill, improved soil quality and structure.	Access to initiatives activities through the associated Environment Centre. Lower carbon footprint - fewer 'waste' miles, less landfill, improved soil quality and structure. Fewer bonfires, improved local air quality. Less fly tipping	Lower carbon footprint - fewer 'waste' miles, less landfill, improved soil quality and structure.	Lower carbon footprint - fewer 'waste' miles, less landfill, improved soil quality and structure.  Cleaner estates, fewer vermin/pests.	Lower carbon footprint - fewer 'waste' miles, less landfill, improved soil quality and structure.
Local Authorities	Contributes to council's waste objectives Partnership with the councils. Access to the community in a way the council could not do on its own. Work towards composting on school curriculum	Contributes to council's waste objectives Partnership with the councils. Access to the community in a way the council could not do on its own.	Contributes to council's waste objectives	Contributes to council's waste objectives	Contributes to council's waste objectives
Central Government					

**Community change – Economic**

<b>Stakeholder type</b>	<b>York Rotters</b>	<b>Proper Job</b>	<b>Rotters Liverpool</b>	<b>Pepys CR</b>	<b>Compo</b>
Wider community	Local job opportunities - small number full/part time staff	Local job opportunities - small number full/part time staff Availability of local food and 'green' products Availability of re-furbished, re-used materials	Local job opportunities - small number full/part time staff	Local job opportunities - small number full/part time staff	Local job opportunities - small number full/part time staff
Local Government		Reduced spending on support (employment) benefits.	Reduced spending on benefit support and health.	Community safety spend reduced	Reduced spending on benefit support and health?
Central Government					