No small change
Evaluating the success of your community currency project

nef

New Economics Foundation (NEF) is an independent think-and-do tank that inspires and demonstrates real economic well-being.

We aim to improve quality of life by promoting innovative solutions that challenge mainstream thinking on economic, environmental and social issues. We work in partnership and put people and the planet first.

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This report has been produced by NEF in collaboration with the partners of the CCIA INTERREG IVB project.

CCIA is a transnational partnership working to develop and deliver community currency demonstrations in several member states across the North West of Europe. CCIA will lead the way in sharing knowledge and best practice to enable communities throughout Europe to grow stronger in their ability to achieve vibrant and prosperous networks that are efficient in delivering social, economic and environmental outcomes.

CCIA will design, develop and implement community currencies (CCs) across NW Europe (NWE), providing a rigorously tested package of support structures to facilitate the development of CCs across NWE and promote CCs as a credible (policy) vehicle for achieving positive outcomes.

CCIA is part funded through the INTERREG IVB North West Europe Programme, which is a financial instrument of the European Union's Cohesion Policy - Investing in Opportunities.

Find out more about CCIA on our website:

www.communitycurrenciesinaction.eu

Introduction

This handbook has been designed by the New Economics Foundation (NEF), on behalf of the Community Currencies in Action (CCIA) EU Interreg IVB NWE Programme, project, to inspire community currency (CC) organisers and help them gain the most from their currency project by learning more about project evaluation and impact assessment. Getting to grips with project evaluation can help to make project aims clearer and also ensure that project support and funding is easier to achieve.

We provide guidance on how to evaluate the impact of a CC by using a Theory of Change (ToC). This is a process that suits a number of diverse project settings. It can be used as an instrumental initial step in defining a project's aims and helping to evaluate its success.

We begin this handbook with a general introduction to impact assessment and evaluation. We then examine the idea of the ToC in more detail, including how to complete a ToC process, with hints and tips on running a ToC workshop to pin down your project aims and start to evaluate your progress. Finally, after completing your ToC, we look at the next steps to take and how to start collecting evidence that the intended outcomes of your currency project are taking place.

Who should read this handbook

This handbook will be useful for several audiences:

- **Community currency practitioners:** You can use the framework we set out in this report if you are already running a currency or if you are at the early stages of thinking about starting a currency. Our approach can be used for a broad range of CC practices – from grassroots to local government initiatives.

- **Policy-makers and funders:** You may work for local or national government and want to understand what sort of outcomes currencies can achieve and how to set about understanding these changes. The diversity of currency projects and outlooks often make it hard to understand what an individual initiative is aiming for. Our ToC approach can help reduce this ambiguity.

- **Researchers and practitioners in other areas:** While the focus is on currency projects, the ToC approach can be used to evaluate any kind of project, particularly with complex multi-stakeholder interactions and wide-ranging social impacts.

Community currencies

From local economic decline to environmental degradation, money is at the heart of many of the world's problems. As a result, more and more people are looking to new mediums of exchange as a way of tackling the challenges. During the financial crisis of 2008, we saw the rise of bit-coins and other crypto-currencies, and over the last decade innovations and interest in complementary – or community – currencies has reached an all-time high. Never before have there been so many initiatives, models, theories and widespread hopes in this field as today. Media attention is growing and politicians and policy-makers are showing a keen interest in the impact of CCs for individuals and communities.

But for many organisers, juggling day-to-day priorities can mean that monitoring project goals and evaluating a CC's success can slip off the agenda. In some cases, the goals are unclear to start with, making evaluation even more difficult. Plus, some CCs have outcomes which are social or environmental and cannot be measured easily in economic terms.

For the sustainable growth of this diverse field of practice, it is crucial that CC practitioners get better at defining their goals and measuring their progress towards them.

The need for evidence of success

Measuring the impact of your currency project is important. Without a clear understanding of what your aims are, your project strategy becomes guesswork. And without knowing how successful you have been in achieving your aims, funding and support for your project will be harder to come by.

There is no right way to evaluate your project – it all depends on the resources you have available and what you plan to do with the results. In Chapter 1 we examine impact assessments and how a ToC process can help as the first stage in your project evaluation.
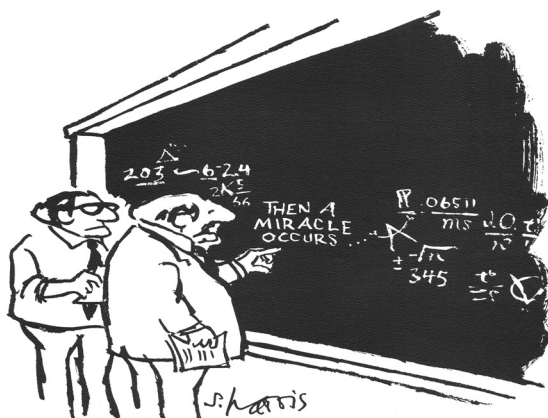
"I THINK YOU SHOULD BE MORE EXPLICIT HERE IN STEP TWO."

What is a ToC and how can it measure impact?

A ToC has proven to be a simple, powerful and flexible tool to help you at any stage of a project and with any budget. At its most basic level, a ToC is a description of how your organisation or project brings about the change required to achieve its aims. It can be presented in a diagram or flow chart, or a diagram showing the stages of your project and how it meets its immediate and long-term goals.

Completing a ToC can be useful for several reasons:

- It helps to clarify what the outcomes are that your project is trying to achieve. You can test these outcomes with your stakeholders and get feedback from them, modifying your plans if necessary.

- It gives you a chance to interrogate whether the outcomes that you have set are realistic and think about what assumptions you are making about how change occurs.

- In identifying what a project is hoping to achieve, and how, a ToC can form the basis of developing a full project evaluation framework.

- The ToC process provides project clarity which can help all communications with your stakeholders, service users or funding partners.

We examine the different types of ToC in Chapter 2.

How to develop a ToC through a workshop

A good way to develop a ToC is to invite your key stakeholders together in a workshop. This gives them a chance to think about and debate what the shared goals of the project are and break them into outcomes for the short, medium and long term. The aim is to get clarity about what you are trying to achieve. You will find a practical guide for organising a ToC workshop in Chapter 3.

You can choose to use the information from your ToC workshop in several ways. It may give you a renewed or realigned focus for your project's activities. It can also serve as the first stage in a more rigorous evaluation, or you can adapt it to suit your own specific purposes.

The key element of completing an evaluation like this is that you will be measuring your progress on outcomes that are important

to your stakeholders. These outcomes are likely to be a mix of social, economic and environmental, and should reflect what your members or users value.

Using the ToC to kick-start your evidence gathering

A ToC does not provide evidence that outcomes are actually happening: it is a way of identifying what these outcomes are in the first place. For this reason it is a valuable first step towards working out what a full impact evaluation of your project would look like. Chapter 4 provides a brief introduction to designing this next phase of project evaluation:

- **What to measure:** Good impact evaluations measure what is important, not just what is easiest to count. Break down outcomes from your ToC into clear indicators and set out how you will capture them in the short, medium and long term.

- **How to measure:** There will be opportunities to collect data when you deliver your currency or by devising bespoke data collection tools.

- **When to measure:** Gather baseline data before your project starts, or before someone joins your project, and capture change at regular intervals.

- **Who to involve:** Be careful that participants are representative of your project and you are not just cherry-picking your best examples. If possible, is there a way that you can compare their outcomes against a control group of comparable people who did not take part in your project?

More information

If you need more information on how to set up a currency project, you can find resources on our project website at www.ccia.eu. There you will find the growing toolkit on ToC under "Resources".

Getting to grips with impact assessment

"The complexities of cause and effect defy analysis."
Douglas Adams[1]

In this section, we look at the importance of impact assessment for community currencies and how a Theory of Change (ToC) process can help. Although a ToC can work as a standalone exercise, it should ideally be the first stage in your project evaluation.

The evaluation gap

The world is full of problems: global inequality, poverty, isolation, unemployment and environmental degradation. Money is often at the heart of these problems. Indeed, many readers of this report will be interested in trying to tackle some of these problems and may have set up a community currency (CC) project to respond to them.

The challenge is that, while governments, charities, community groups and individuals run programmes and projects to try and address these problems, in reality, very little is known about what works. There is often a gap between the aspirations of projects and programmes and the evidence that their intervention is working. In the field of CCs, this gap is particularly striking, for several reasons:

- **Too few case studies**. There are still very few examples of governments or large organisations investing in currency schemes. When public money is supporting a scheme, there is strong pressure to evaluate its impact. Since most schemes are small or run by grassroots organisations, they often do not have the resources to evaluate their impact and it can be a low priority. Where case studies do exist, they tend to be overused

– for example, the Blaengarw time bank in Wales or the WIR Bank's independent CC scheme in Switzerland – with very little consideration of why these schemes have been successful where others have not.

- **Outcomes too general to measure.** The outcomes or changes that CC schemes set out to achieve are often 'high level'. Projects sometimes talk about wanting to change the financial system and the way money works. It can be difficult to break these high aspirations into clear, short-term outcomes that can be measured at a local level. In some cases, organisations have no desire to pinpoint these outcomes. The goal for some might be to contribute to systemic change and work with other currency groups around the world to achieve this.

- **Hard to isolate the impact of CCs versus other factors.** CCs are sometimes a tool to deliver other outcomes and therefore part of the success includes how embedded the currencies are in people's day-to-day lives. The more that CCs are successfully integrated, the less visible they become as the driver of change, and the more difficult it becomes to attribute change to the CC and not to other factors or activities.

- **Multi-stakeholder and collaborative projects.** Success often relies on a number of changes happening together. A currency project can sometimes be the catalyst or starting point for that change – but just issuing a currency alone will not change everything. Projects often work with a large number of stakeholders and it can be difficult to agree on goals and collect data when many groups and organisations contribute to making change happen.
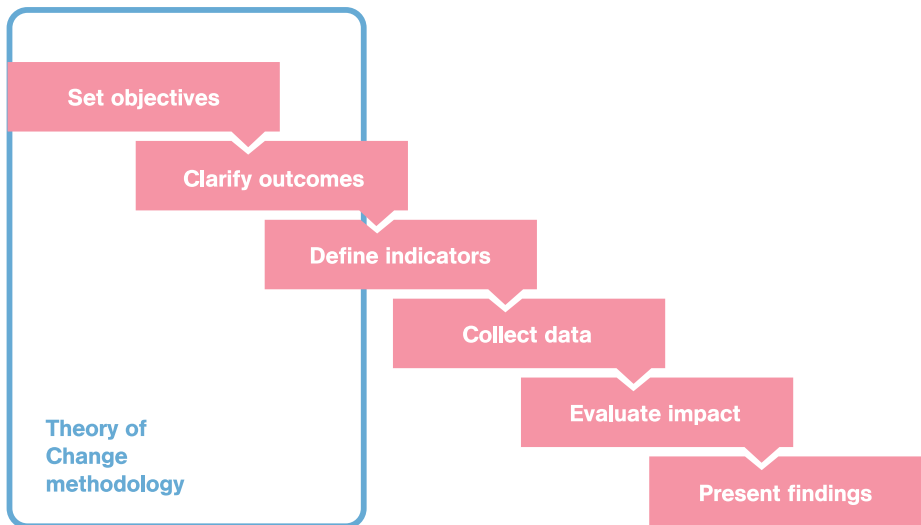
Understanding impact

Completing a ToC is a good way of starting to think about what the impact of a project is. The process has a number of benefits in its own right: it is a useful tool to sharpen the understanding of the

outcomes of your project and what you can realistically achieve; it can also be a good way to plan the collection of baseline information. We detail the benefits of a ToC in the Chapter 2.

Nonetheless, on its own, a ToC is not a way of providing evidence or proof of impact. One way to think about it is as the first step of doing an evaluation. For example, Nesta, the innovation charity, describe it as 'Level 1' in their hierarchy of outputs.[2]

Figure 1 shows how a ToC can help to clarify the outcomes you are trying to achieve as well as determine the baseline data you may have to collect for a full evaluation. A ToC is also compatible with a large number of other evaluation processes – for example, it is often the first stage in completing a social return on investment analysis.[3]

Figure 1: Impact assessment cascade

Set objectives

Clarify outcomes

Define indicators

Collect data

Evaluate impact

Present findings

Theory of Change methodology

Clarifying outcomes: from outputs to outcomes

As we go on to see in the next section – and as the term ToC suggests – a ToC is about determining what *changes*. So, rather than describing the activities and the resulting outputs that a project typically delivers, the focus here is on why these are important for the people who take part. You will see the question, "Why does it matter" many times in the report and our toolkit because it really takes you to the essence of what a ToC is asking.

In recent years **outcomes** measurement has gone through something of a boom. Traditionally, monitoring and evaluation (as well as commissioning of services) used to be primarily around **outputs**. This is useful for project management and auditing. Now, there is a new focus on trying to measure (and commission) broader and deeper changes. The effectiveness of outputs is not taken for granted anymore. In the UK many Local Authorities are restructuring some of their services to be focused on **outcomes**.[4]

There are lots of good reasons to focus on outcomes. It puts attention on the long-term goals of a project and the changes they are trying to achieve rather than measuring throughput of activities. We further explore how this relates to currencies below. It encourages organisations to collect data beyond their direct outputs, such as number of users or transactions, which are often easier to measure. This does not come without challenges; for the most part, organisations will need to deploy particular tools to measure whether outcomes have been met. We come back to this in Chapter 4.

Choosing the right indicators

Once you have agreed on the outcomes you are trying to achieve, you can break these down into indicators you can measure.

It is important to think carefully about what the right indicators are as these are likely to be different in the short-term and long-term. You may find you face a trade-off between the things that are easier to measure and the things that most accurately reflect the goals you are trying to achieve. Of course, it is much easier to count how many people use your currency scheme, but much more difficult to say whether this has had a positive impact on their lives.

We encourage groups to collect both output and outcomes data. In the short-term, outputs can be valid indicators to inform some outcome measures. So, for example, the number of users of a currency and the number of transactions may be important in enabling the currency to achieve the scale needed to reach the longer-term outcomes.

There may also be a conflict between outputs and outcomes. For example, a time bank may have set the outcome of creating strong social networks between participants. As face-to-face interactions are one of the elements of building such networks, the number of users and amount of transactions could serve as a short-term indicator towards that goal. In the long-term, the positive changes your project starts to make could mean these indicators become less useful, and even contradictory. It has been reported in person-to-person time banks or Local Exchange Trading (LETS) currencies that, after people have formed new social connections by trading in the currency, they stop keeping count of time and 'paying' each other. In this case, if you were only recording outputs (the number of transactions in the currency) it would seem as though you were failing against your outcomes, when in fact networks have become so strong you do not need the currency anymore.

Outcomes vs impact

The key distinction between an impact evaluation and other methods of project appraisal is its preoccupation with the cause of change (causality). The goal of an impact assessment is to try and understand what role the specific project or policy has had in achieving outcomes, rather than just recording the outcomes

that have occurred. Figure 1 shows the step between collecting evidence of change (outcomes) and being clear that you/your project helped cause that change.

It is impossible to precisely assess the impact of an intervention. You can never observe the world without your project in it. You don't know with certainty what would have happened anyway if you had done something differently, or had done nothing.

Two important challenges are faced by evaluators:

- **The selection effect:** The people, businesses or communities that take part in your project will usually have chosen to take part. Even if you measure outcomes for participants 'before' and 'after' your project, these changes haven't necessarily taken place because of your project. A well-known example of this is the 'scared straight' programme which had a theory that exposing children to the realities of a life in crime would put them off engaging in criminal behaviour. 'Before and after' studies seemed to support the programme, with very few graduates of the programme going on to reoffend. However, when compared to a control group, the reoffending rate was actually higher

than people who did not take part. If this is the key outcome of interest, it would have been better to do nothing.[5]

- **Context specific:** Projects are often specific to a place or time. Even if a project works in one geographical area or with a particular group of people, there is no guarantee it can be replicated elsewhere (this is sometimes called 'external validity'). It can be very difficult to pinpoint what the general ingredients for success are.

Although methods vary, good evaluations start from a point of questioning how change occurs in the world and do not over-claim the impact of a project. Trying to understand what works and what doesn't is complex. It is important to deeply question how change happens and not to make assumptions about the effect you are having. Completing a ToC will at least enable you to address and debate your impact, even if you can't or don't want to try and claim causality.

Who should perform the evaluation?

Choosing whether to evaluate your currency project in-house, or whether to commission an external evaluator, or try and partner with a university, will depend on the resources you have available and also the purpose of your evaluation (see Figure 2 below).

Going it alone: doing your own evaluation
- Pros: Cheaper. You get to control the process and can design an evaluation process that you understand and can update when you want to.

- Cons: Less objective. Your participants may give you biased data because they want to give you the information you are looking for. Your organisation may not have expertise or it may put a lot of pressure on staff/volunteers to complete.

Commissioning an external evaluator

• Pros: It can be easier to buy in the expertise. It can be seen as more objective if done by trusted provider. You can determine the scope and deadlines and usually have full control over any outputs.

• Cons: Can be expensive. Providers can be of variable quality and it can be hard to know what you are looking for. If you have paid for an evaluator, this may not be seen as objective. It can be difficult for organisations to continue to use the evaluation methodology when the evaluator finishes work.
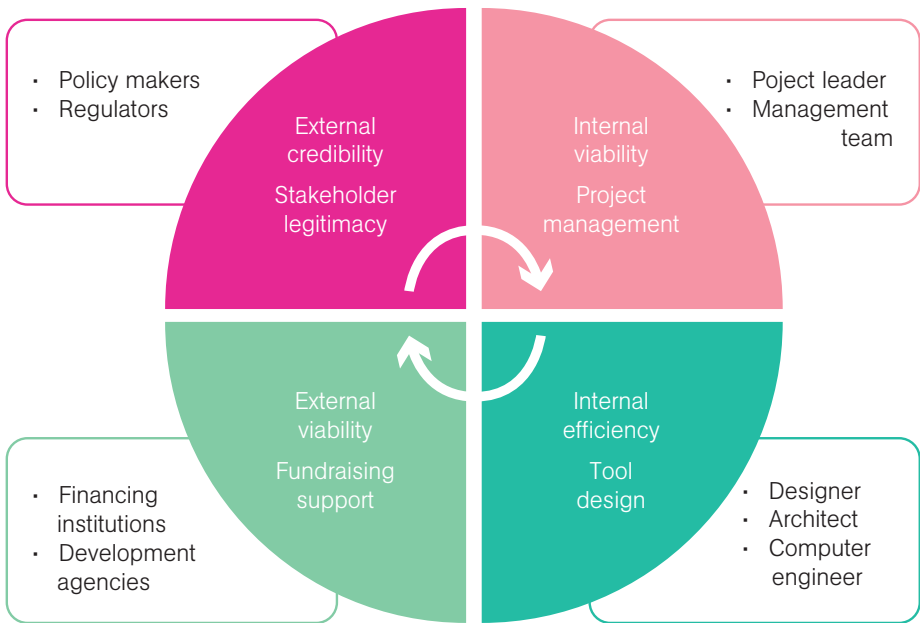
Partnering with a university

• Pros: Usually already funded. Research output of universities is seen as objective and unbiased. Universities have expertise and rigour and can sometimes develop methods to suit your purpose.

• Cons: The outputs of academics and academic papers are often very different from the type of information needed by currency projects and the working pace can seem slow. It can be difficult to control the process and the timescale and rules of academic study may cause additional delay and bureaucracy.

It is often possible to combine all three options. You might pay to go on a training course run by external evaluators, work with a research student to collect data on some outcomes, while doing the bulk of the analysis yourself.

Who you choose to work with on your evaluation will also depend on the purpose of your evaluation.

Figure 2: The purpose of an evaluation

- Policy makers
- Regulators

External
credibility

Stakeholder
legitimacy

- Poject leader
- Management
  team

Internal
viability

Project
management

External
viability

Fundraising
support

Internal
efficiency

Tool
design

- Financing
  institutions
- Development
  agencies

- Designer
- Architect
- Computer
  engineer

Source: Place & Bindewald 2013[6]

In this section we have provided a whistle-stop tour of impact evaluation. Many organisations won't need to go into the finer details of impact measurement. But thinking upfront about what you are trying to do, what change you can realistically expect, and how you can collect data along the way can save a lot of time and effort further down the line.

What is Theory of Change?

"'ToC thinking is viewed as one approach to help people deal positively with the challenges of complexity.'
Isabel Vogel[7]

Why complete a Theory of Change (ToC) process?

There are many reasons why you may wish to complete a ToC – from putting in place an evaluation framework, through to helping stakeholders develop a shared understanding of what they are trying to accomplish.[8]

The following advantages are the most common we have found in community currency (CC) initiatives:

- To help currency projects clarify their outcomes. This has great benefits for project development, making more informed decisions about what you should allocate resources to, and communicating the project to users, funders and other stakeholders.

- To interrogate whether the outcomes are realistic, and to examine assumptions about how change happens. This is sometimes drawn from existing evidence, where available. Part of this is also to hear from people on the ground about what is actually happening in the currency project. Sometimes there can be outcomes that were not the primary goal of the project.

- The outcomes raised in a ToC can be used to develop a full evaluation framework. The ToC is a first stage in many evaluation processes, followed by developing indicators and ways to measure progress towards the defined outcomes.

When to do a ToC

A ToC can be done at just about any stage of a project – from an idea in its early stage through to a long-established currency project. The way you do a ToC will be slightly different depending on the stage of your project.

Looking backwards to evaluate: Many people will be interested in using a ToC to form the basis of their evaluation strategy. For these projects, relatively more time may be spent trying to pull out indicators to measure progress towards the outcomes you are trying to achieve.

Looking forward to plan: A ToC can also be useful for projects which are in the planning phase. Many groups may have the intention of starting a CC but still have to decide what sort of currency they want to do. In this case, the focus may be more on understanding what your stakeholders want to achieve, and the resources available to implement the project. From here you can determine what your activities should be.

Of course projects may be at some stage in between. An existing currency project may use a ToC to determine a forward strategy and to involve stakeholders in deciding what should be done next.

Different types of ToC

Methods for conducting a ToC vary from the type of questions asked through to the way results are presented. Most ToC approaches have a number of core common features which are summarised in Box 1.

Once you have decided on clear project outcomes, you can either evaluate how well you are achieving them or use the outcomes to help you inform what sort of currency model to use. This means that the way we suggest doing a ToC has some parallels with developing an 'impact map' for evaluations or an 'outcomes framework' for commissioning (see glossary).

Box 1: ToC building blocks adapted from Vogel[9]

Context for the currency initiative

Aim or vision that the currency initiative seeks to achieve

Stakeholders who will benefit from the long-term change

Process or **sequence (short- to long-term)** of anticipated change

Assumptions about how these changes might happen

Diagram and narrative summary that capture the outcomes of the discussion.

The role of different stakeholders

Our evaluation approach focuses on understanding who benefits from a project or policy. Government-commissioned evaluations often talk in terms of benefits to 'the UK' or to 'the economy' without being specific about exactly who benefits and who pays. This can hide important information, including policies which are highly regressive.[10]

This is why it is important to be clear about who the stakeholders for a project are and just who the project is trying to benefit. This also recognises that different people value different things and this will vary in different situations and cultures.[11]

Identifying unintended outcomes

The process of evaluating what changes your CC project has caused, should include both intended and unintended outcomes, and those that are both positive *and* negative outcomes in your analysis.

Unintended outcomes can be positive. For example, in the Belgium project E-Portmonnee (or E-wallet), the primary outcome of the currency was to reduce waste and increase

environmentally-friendly behaviour. However, when talking to a member of municipal staff on the ground, the project team found that one of the benefits included getting to know participating residents more as they came into the office to collect and spend their points. This positive social outcome might have been missed if project evaluators weren't speaking to all stakeholders.

Of course, unintended consequences can be negative. For example, research by Naughton-Doe into time banking with homeless people in London and Wales found that some users reported feeling stigmatised when using a paper time currency and not 'normal money'.[12]

Negative outcomes are more difficult to capture, and harder for the project organisers to hear. This is because people who may be negatively affected by your project may not be the people you would naturally invite to a workshop. This also shows the benefits of teaming up with a university or external evaluator who may be able to get more balanced and unbiased feedback from participants.

In a world where many organisations are competing for funding, it is difficult to be honest about things that don't go well. Honesty is important so that others can learn from what hasn't gone well in your project in addition to the successes. Once you have understood what the real impact can be, then you can take steps to mitigate any potential negative consequences.

What is the difference between a ToC and a logic model?

In this report we use the term ToC to refer to a diagram which captures overall what you are trying to change and the prerequisites to get there. We think it is crucial that this is done in collaboration with your key stakeholders. There are a range of other names that are often used to describe similar processes, such as logic model, storyboard and impact map. These terms

are often used interchangeably but there are differences between them all, even if there is not always a shared understanding of what these differences are.

ToC was developed as a way to capture complex initiatives which were hard to put into a linear model of change.[13] ToCs attempt to clarify the assumptions of how an initiative is expected to bring about change. The way we present a ToC process resembles the way logic models are described. Nonetheless, we retain a focus on clarifying outcomes and understanding how change happens, rather than on how an initiative functions to achieve these changes.

If you have been asked to produce a ToC for a potential funder, it is worth clarifying what exactly it is they want as some people use similar terms to mean different things.

ToC as a starting point

The ToC approach also has limitations. CCs operate in systems with complex interactions and it can be difficult to pick up on all these in a ToC. This can encourage people to fit their project into a linear model of change. Policy-makers also need to use caution in applying the results from one currency project to other areas because CCs are often context specific, and what works in one place will not necessarily work in another.

Nonetheless, we see the ToC as a good place to start. The Aspen Institute describe it as a "brainstorming session that should set the stage for more intense work after the meeting".[14]

In Chapter 3 we look at how you can organise a ToC workshop – but this is only the beginning. A well-facilitated workshop can bring up issues, some of which we show in the diagram in Figure 4 below. You can build on this by discussing it further with attendees and other stakeholders and add other outcomes and preconditions as they come up.

Theory of Change in practice: A do-it-yourself guide

"An ounce of practice is generally worth more than a ton of theory."
E.F. Schumacher

Coming up with a Theory of Change (ToC) for a given project might look like a daunting task at the beginning. In this chapter we describe the way we have learned to apply the method in workshops with our Community Currencies in Action (CCIA) pilot currency and make the process tangible enough for you to feel confident in replicating it. We describe the process so it is easy for you to picture it. We hope that, with our workshop toolkit to help, running a ToC workshop yourself and working through the results will be an easy next step.

Box 2: The ToC online toolkit

Contents at www.ccia.eu/toc-toolkit

- · Invitation template

- · Agenda template

- · Checklist for planning and logistics

- · Icebreaker games

- · Write-up template

- · Flow chart template

- · Handbooks and referenced papers

- · and growing number of other Resources

What to expect

Before planning your workshop, be sure to have a clear picture of what you want to achieve. Communicate this to the people whose help you require and double check that everybody has the same expectations. Then dive into the practicalities, set a date, organise a venue and invite your participants. Be mindful that a workshop could sound like extra work to most invitees. Make sure you communicate clearly the advantages of participation for the common cause. Allow enough time, but don't overstretch people's commitment. We found that 2.5 to 3.5 hours is enough time, depending on how many participants you expect and how confident you are in facilitating group sessions. Of course you can also plan to organise a series of shorter sessions if you can get your stakeholders together regularly.

Purpose of your ToC workshop

You can roughly set out the workshop with the following two objectives:

a) Preparing an evaluation programme

The ToC informs the researcher or evaluator about the concrete outcomes needed from a project or initiative. In doing so, this approach offers the opportunity to reflect on the hoped-for project outcomes from many different perspectives, instead of from general assumptions anyone might have for a CC programme.

b) Planning your project early on, or at moments when you stand at a strategic crossroads

Other sources[15] have proposed the ToC primarily as a strategic project planning tool. As such, a ToC can help you think about how your activities, communications, resource allocation and stakeholder engagement can happen in a more targeted fashion. In either case, the clarity you will gain by going through the ToC process is likely to give you a fresh and refined view of your project activities and ambitions.

Who should you invite?

There are no 'wrong' people to invite, but you do need people who will be affected by your project or who are involved in planning. As long as invitees understand and share the purpose of your workshop, they will bring valuable contributions.

The flow of your workshop will depend on various factors. For example, whether participants come from similar or different backgrounds, have different work schedules, and have varying levels of involvement in the project itself.

If you feel confident that you can bring everybody into the same room at a time that works for all, we recommend you go for as diverse a group of stakeholders as possible. Each different perspective will add to the final picture. Only through hearing the views and experiences from those who are not engaged in the

project regularly, but who will be directly or indirectly affected by your activities, will you ensure that your ToC paints a realistic picture of the project. These people might include the people and organisations who use the currency, funders, community representatives and staff from partner organisations.

Overall numbers impact greatly on the flow and practicalities of the workshop. You could have just three engaged people, or up to 20. More people than this would be very difficult to manage in limited time. Even a round of introductions would take up too much time. Of course a full stakeholder workshop is not the only way of producing a ToC. If there are only a few people who you can involve in the current stage of your project, any other meeting style is fine.

How to run a ToC process

From the workshop setting described here, you should find it easy to downscale and adapt the core elements to your particular needs.

One of the methods commonly used to facilitate a ToC is the 'storyboard' technique. This involves drawing up the story of your project in a large diagram or picture during the workshop. This will help you structure the facilitation process, orientate your participants and pre-structure the results that you will have to work through afterwards.

The storyboard you use (and populate during the workshop) can be as simple as a couple of empty flipchart papers hung on a wall, or a large whiteboard.

During the workshop, different parts of the story will become completed step-by-step through the contributions of participants, painting a common picture for all participants to see, and to help you write the report of your event.

You might gather participants' ideas on post-it notes or you might write them down as the workshop facilitator. Often you will use

a combination of the two. With consent, you can use a voice recorder to tape the conversation.

It is always good practice to use a mix of communication methods during the course of any workshop. You can switch between plenary discussions with the entire group, and break-out discussions with smaller groups. This helps participants stay active and alert. A break with refreshments, after an hour and a half at the latest, will revive bodies and minds.

Logistics and room set-up

Organising and running a ToC workshop is no more difficult or work-intensive than you would expect for any other event. However, the more effort you put into planning and preparing the workshop, the more likely it will be to produce useful results and the less work you will face when writing up your report.

When inviting participants, be mindful of their work schedules and try to find a time that is manageable for most. The venue can affect the success and quality of the workshop. Aim for an informal, bright

room that feels spacious and uncluttered. It is often a good idea to have extra space to break out into smaller groups.

The basic set-up for this workshop, as for any open conversation, is a circle where participants face one another. You will probably want to hang your storyboard on one wall so that everybody can easily see it.

You only need basic materials: flipchart paper, post-it notes or pin cards, a marker pen for every participant, and something to allow you to put sheets of paper on the walls, such as blue tack, pins, or sticky tape.

A camera is handy to capture the flipcharts after the workshop and a friendly-sounding bell is helpful to invite people back into the group after the coffee break.

Typical workshop steps

As we said above, the main output of your workshop will be the storyboard that describes the outcomes your project wants to achieve in the short-, mid- and long-term. Typically, we would hang three empty flipchart papers (labelled short-term, mid-term and long-term) along the front of the workshop room, to illustrate that the short-term outcomes are preconditions for the mid-term outcomes, and these, in turn, need to be achieved to reach the long-term outcomes of your project.

It can be helpful to frame these three core elements of your storyboard with some additional information, on separate flipchart sheets:

1. **Name all the stakeholders:** List all the different project stakeholders on a separate sheet at the start of the workshop and hang to the left of the storyboard. This includes the different stakeholder groups you might have present at your workshop and, importantly, those that are not directly

represented in the session. This raises the awareness of all participants of the far-reaching effects a project might have for different people. It also shows that positive results might depend on the contributions of many different personnel.

2. **List all the activities:** To allow you to really focus on outcomes for the ToC, make a comprehensive list of all the concrete activities of a project. This valuable exercise helps to ensure that everybody in the room has the same project activities in mind so discussions will focus on the question at hand instead of becoming distracted by different ideas. You will often find that the collection of activities serves as a useful reference point later on when you want to talk about outcomes.

3. **Give space for the vision:** On the opposite end of the storyboard, keep a space for very high-level ambitions or visions for the project. This can be populated before you start talking about outcomes. Long-term outcomes might often sound very similar to these aims, but it helps to give your biggest ambitions a dedicated space so you can reduce your long-term outcomes down to something feasible and measurable.

To populate the three logic steps of your ToC, you can split a larger number of participants up into smaller discussion groups for each of the short-term, mid-term and long-term steps. You can do this in a number of ways: you could create three smaller groups – for example, each working on the steps they are most familiar with, according to their length of engagement with the project so far. Or you could create mixed groups who come up with ideas for each step, which gives people a better chance to articulate their views about each of the three steps.

The small groups would typically work together for 10 to 15 minutes, after which it is important to give enough time for each group to report back in the plenary session. In this process, everybody in the room can reflect and add to what is being said. As the facilitator, you will have to be alert and capture everything

that needs to be written down. Keep participants focused on the main task, but try to allow time to explore each suggestion deeply enough to include important details.

Facilitation tips and troubleshooting

When inviting different stakeholders to your workshop, you have the unique chance to hear diverse views about your project. In this sense, it is important to remember that everybody who accepts your invitation is in some way motivated to help you. Return the favour by treating them and their views as valuable assets and make sure they are heard.

Since they are offering you their time, be clear about what you are asking them for and why. At the very beginning, a round of introductions is important, even if there are only a few people who do not know everybody. Have people introduce themselves, their role or engagement with the project and motivation to come to the workshop so that nobody feels unsure. A simple warm-up exercise can help people feel included and make it easier for them to participate attentively.

It is the biggest task of a facilitator to entice authentic and concise answers and steer the discussions towards the set goals of the session. In doing so, it is easy to step on people's toes, particularly when running out of time and splitting attention between different tasks, such as capturing what is said and checking the progress against the agenda. It helps if there are at least two co-facilitators. Be clear which role each of you plays in every part of the process and check in with each other regularly, such as when participants split for break-out sessions or during the coffee break.

Even when the tasks and questions are seemingly crystal clear, the unpredictability and meandering of a conversation, or the different assumptions held by participants, means you will have to guide the group towards the overall objectives.

One common example during a ToC workshop is that answers often tend to describe activities or outputs instead of outcomes. Some simple questions or reminders help to bring you back on track. The central question to ask is: "Why does it matter?" Only at the point when it is no longer necessary to ask this question can you be sure that you have touched on a real outcome.

Example:

Q: What is the mid-term change you want to achieve?

A: Higher turnover of our time bank currency.

Q: Why does higher turnover matter?

A: Because that means people are doing more activities through the time bank.

Q: But why do more activities matter for your project or for the participants?

A: Because people will feel more useful and valued and have improved self-esteem.

Review and reassess

Once you have held your ToC workshop, you should feel you had the right people there and you feel better prepared to start measuring your expected outcomes and evaluating your impact. Or, if your workshop is carried out at the ideas stage, you should be fired up to start work on your currency. However, it is likely that some issues emerged that may make you reassess what you do next. This is a valuable outcome that might save you a lot of time later on. Make sure you learn from the feedback of the attendees and your own assessment of the workshop.

If you are starting a new project, you might want to ask yourself:

• Who attended – did you have the right people and the right range of partners in the room? Were there stakeholders that you hoped would come but didn't come – why not?

• Do you have the right resources and conditions to achieve your goals? What else needs to happen?

• Do you seem to have the right currency model and project set-up for your articulated outcomes?

• What impact have similar models proven elsewhere and which projects have achieved what you are after? (For example, many groups are inspired to follow the Transition Towns currency model of a sterling-backed local currency because of the early success and media attention they generated. Now that you are in a better position to think about your strategic aims, maybe other models will serve you better?)

Launching and running a community currency requires a lot of work and is much more complex than many other community projects.

Be sure to be realistic about your aims. Changing things about your currency model is difficult to do mid-course. Establishing clear milestones from the start will help you reflect and adapt as you go along. Collecting data against your expected outcomes along the way will help you assess how far you have progressed or how far you have wandered off target.

A sober evaluation through measuring outcomes is a way to prevent failure, burn-out and avoid the misallocation of resources. The landscape of community development contains the remains of many currency projects that didn't work – make sure yours doesn't end up being one of them!

Writing up your ToC

After you have collected the input from your stakeholders in the ToC workshop, the next step is to make sense of what you heard and synthesise the individual answers into a ToC document. If you are working with researchers who will carry out the evaluation, make sure you work together.
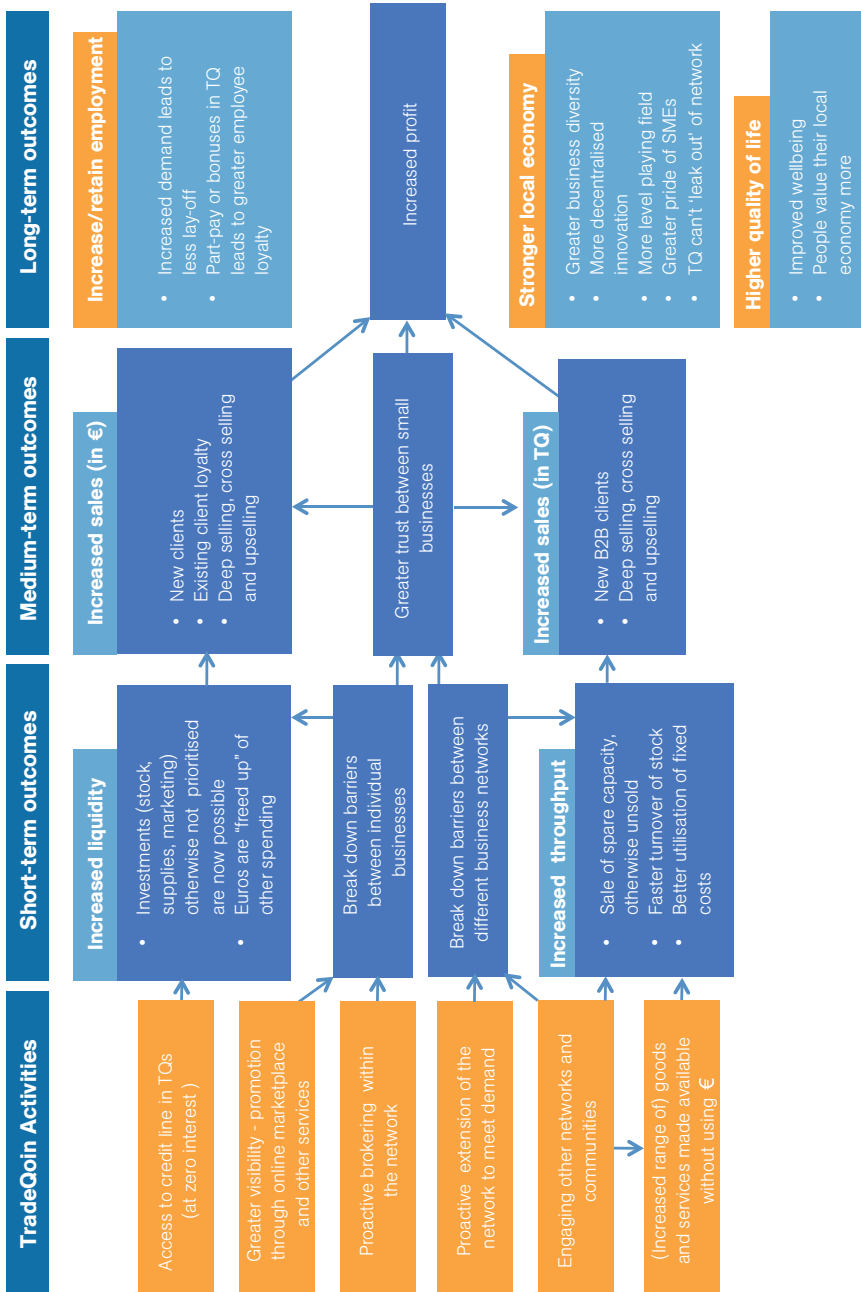
If you have enough time during your workshop, you can ask the participants to gather the proposed outcomes into themes for each of the short-, mid- and long-term sheets. Or it can be useful to take a step back and do this at a later date. In the end, you want a picture of how your project is making changes that is not too complicated, messy, or simplistic. These extremes would render your ToC less valuable for the next steps of the evaluation process, as described in the Chapter 4.

In most cases, a finished ToC document will be a flow diagram, where outcomes in the short-term relate to outcomes in the mid-term, which evolve into long-term outcomes. These can be grouped together in different ways, including which stakeholders they relate to or the wider socio-economic context.

The principle of 'materiality' will help you to decide what to include and what to leave out. This means that only the things that really matter or are core to your project should be included in the overall representation of your ToC. You can see the example ToCs from CCIA below or others on the CCIA website. All the workshops have been slightly different, reflecting the differences between the currency pilots. This has also resulted in variations in the way outcomes have been grouped and captured in the final documents.

Depending on who you want to share your ToC with, a graphic representation might be all you need. In other cases, it is valuable to produce a more detailed report of a few pages, giving an overview of the other elements you collected during the workshop (stakeholders, activities, aims/visions) as well as some highlights or verbatim statements from the workshop that you may want to record.

Example ToC: TradeQoin - Cooperative Trade Exchange

TradeQoin Activities

- Access to credit line in TQs (at zero interest)
- Greater visibility - promotion through online marketplace and other services
- Proactive brokering within the network
- Proactive extension of the network to meet demand
- Engaging other networks and communities
- (Increased range of) goods and services made available without using €

Short-term outcomes

Increased liquidity
- Investments (stock, supplies, marketing) otherwise not prioritised are now possible
- Euros are "freed up" of other spending

Break down barriers between individual businesses

Break down barriers between different business networks

Increased throughput
- Sale of spare capacity, otherwise unsold
- Faster turnover of stock
- Better utilisation of fixed costs

Medium-term outcomes

Increased sales (in €)
- New clients
- Existing client loyalty
- Deep selling, cross selling and upselling

Greater trust between small businesses

Increased sales (in TQ)
- New B2B clients
- Deep selling, cross selling and upselling

Long-term outcomes

Increase/retain employment
- Increased demand leads to less lay-off
- Part-pay or bonuses in TQ leads to greater employee loyalty

Increased profit

Stronger local economy
- Greater business diversity
- More decentralised innovation
- More level playing field
- Greater pride of SMEs
- TQ can't 'leak out' of network

Higher quality of life
- Improved wellbeing
- People value their local economy more

Example ToC: Time Credits in Ely/Caerau and Blaengarw

Long-term outcomes

Individual wellbeing
- Increased aspirations, skills and employment
- People feel healthier and happier

Connected community
- Elderly feel less isolated
- More social networks – local and global
- Young people engaged in positive activities
- Different family culture
- Involvement fosters pride & respect

Improved environment
- More appealing build environment
- Cleaner, cared for natural environment

Medium-term outcomes
- Over reliance on organisers/leaders
- Feeling empowered to support themselves and help others
- More support services available
- People proud of their community and environment
- Feel valued
- Improved confidence
- Less barriers between groups & generations
- Greater awareness of mental health, drug use, isolation
- Build friendships
- Children learn new attitudes & behaviours
- Changed awareness /attitude/behaviour towards environment

Short-term outcomes
- People's (time) contributions get acknowledged
- Meet new people
- Experience new activities and interests despite lack of money
- People nervous about trying new things
- Discomfort about "pay" for volunteering
- People contribute to their environment e.g. litterpicks

Only reported in Blaengarw

Only reported in Ely/Caerau

Project evaluation: from theory to evidence of change

"The measure of intelligence is the ability to change."
Albert Einstein

In this chapter, we focus on how to make the most of the learning you have condensed in the Theory of Change (ToC) workshop. As we have discussed, a ToC is a good starting point to set out the outcomes a project hopes to achieve – it is not evidence that these outcomes have been achieved. The next step is to measure this.

Thinking about measurement

Your ToC report should clearly identify a set of outcomes or anticipated changes. Start by going through some basic questions about how you can measure these outcomes:

• What?

• How?

• When?

• Who?

What to measure: breaking outcomes down into indicators

Your ToC workshop should have helped you identify the main goals and outcomes you hope your project will achieve. To make measuring outcomes manageable, they are often broken down into a set of indicators. An example of some outcome indicators is given in Box 3.

It is best if you can link your indicators as strongly as possible to the outcomes that are important to your stakeholders and which link to your ToC. Be sure to focus on what changes, not just basic output data like the number of users or transactions.

In practice you might have to make compromises. If you are working with a funder or a government with commissioning outcomes, you might end up prioritising data collection that is of interest to them. In some cases you may feel that this harms your project if it means asking your users questions they may find intrusive. Use your judgment to balance competing interests.

You might also find it useful to collect basic demographic information about your users (for example, their age, ethnicity, disability) because funders will be interested to know who is benefiting from your project. You can then compare this with local census data to see if your time bank is representative of the local population.

Box 3: Calgary Dollars: developing clear outcomes indicators

Calgary Dollars (C$) is a CC that is denominated (but not backed by) Canadian Dollars. Participating traders in the network can choose to accept C$ for between 25% and 100% of the price of their goods and services.

C$ began an evaluation process which was partly driven by the need to report to their funders and partly for the organisation to assess their progress. They began with a ToC model which breaks down long-term outcomes into a series of steps which they measure using indicators.

There are a few interesting features to note about their evaluation process:

What they measure: One of their long-term outcomes is: 'Calgarians have adequate incomes to sustain their families and participate fully in their communities'. Table 1 shows some of the medium-term outcomes (and indicators) towards that long-term goal. The data they are capturing goes a long way beyond just measuring the extent that people use C$. These outcomes would be totally missed if

the only thing they were measuring is the amount of C$ in circulation because using C$ also leads to both increases in federal dollars and also stronger social networks so people may be more resilient without $.

When they measure: To sign up to use C$, participants must complete an 'intake survey' which captures early data. They then survey all participants at the same time each year and make this a core feature of running the currency. They get an excellent response rate of close to 100% for the first survey and over 60% from the second survey.

Table 1: Calgary Dollars – medium-term outcomes and indicators

Medium-term Outcome	Indicators	Data collection method
Participants gain economic capital with C$ earned and spent	C$ and federal dollars earned/spent by participants through C$ transactions	Survey asks objective questions on : - how many C$ spent/ received - how many federal dollars they receive through C$ transactions - how many goods and services they barter without monetary exchange.
	Participant perceptions of the effect C$ has on their economic capital	Survey also asks subjective questions about how much people worry about money - 63% don't worry, or only worry a little of the time, about money, after using C$.

How to measure outcomes: embedded data collection

There is a range of different ways you can collect outcomes data, some of which are very time consuming. We would urge organisations to try and find ways of collecting data that is useful to you, your users, staff and volunteers.

You may be able to collect outcomes data as part of the day-to-day activity of the project, rather than it becoming an activity in itself, but this is not always possible. To do this, think carefully about the key points of engagement you have with users and see if you can use these times to capture some outcomes data. So, for example Paxton Green in South London have a few quick wellbeing questions on their sign-up forms that all members complete. At Time Bank Hull and East Riding, all members complete a comprehensive outcomes questionnaire – see Box 4 below.

Box 4: Embedded data collection

Since they first launched two years ago, the Hull and East Riding Time Bank have been collecting data from all new time bank members using pre-test and post-test surveys.

The surveys were co-designed in a workshop with nine time bank brokers from around the UK. These workshops helped to make sure that the surveys captured change.

The surveys measure quantitative data on the following outcomes:

Wellbeing social contacts

Social capital/social networks

Level of volunteering

Motivations and benefits of joining the time bank.

There are also some qualitative questions which give members a chance to give the time bank feedback on their expectations about joining or improvements they feel could be made.

The survey was designed by Naughton-Doe[16] and is available for any other CC projects to use as long as they contact the author.

The Hull and East Riding Time Bank coordinator saw the benefits of collecting data and was willing to invest time in explaining to members why the research was important. The survey has been embedded into the way they deliver the project with every new joining member being asked to complete a survey as part of the sign-up – thereby achieving a nearly 100% response rate. The broker has also committed time to collecting data for the follow-up survey, with a current response rate of 35%. This will increase as the time bank develops further.

It is important to understand that collecting data using a 'before and after' survey takes time, with additional expertise needed to be able to analyse results. Before embarking on any such process, it is important that staff (and/or volunteers) have had a chance to be part of the design process and that the data collection method is going to be realistic. What works in one project may not work in another and the number of responses to surveys you get is likely to be influenced by the extent to which your staff have 'bought in' to the process.[17]

You can also think about the data that is captured in the day-to-day running of your project. You may be able to design your operating system or software so it easily reports data that will be useful. As we said in Chapter 2, just reporting your number of users isn't an outcome. Instead, if you can show users are trading more with new users, or spending in places they have not been to before, these are more meaningful statistics.

Collum's *Key indicators of time bank participation* has some suggestions on how to use time bank transaction data for evaluation.[18] If you can build in ways to easily analyse or report on data, this will help because collating and analysing responses can be a major time burden.

Be creative in how you capture evidence. Funders like to hear stories and see photos of what is happening so make this part of how you deliver activities. If you are organising a trip as part of your project, could you use the time on the coach as a way to both entertain participants and collect data on outcomes?

Remember to get consent from participants, make it clear why you are asking them evaluation questions, and make sure that they can be anonymous if they wish. In some cases, you may wish to ask them for permission to contact them again to complete a follow-up exercise. You will also need to get consent if you are going to use their names or photos anywhere publicly.

Make the most of participants' time, so if you are doing a questionnaire on outcomes, use this opportunity to get their feedback, and give them a chance to tell you what they would change about the project.

When collecting data, please make sure you act in accordance to any national or EU data protection and privacy laws and regulations.[19]

Box 5: Types of primary data collection

Administrative data: Information you collect as part of the project. This can be very basic, such as number of users, number of currency transactions, and so on. More useful analysis could include looking at users making new connections through the currency.

Outcomes questionnaires: Usually designed solely for the purpose of collecting data against outcomes – although they

can be integrated into project delivery. They can be done online, on paper, over the phone or by text. Ideally, they are done at regular intervals.

One-off outcomes questionnaire: You may want to do 'one-off' outcomes collection for specific purposes, for example, if you are running a new training course, if you are doing a special event, and so on.

Qualitative data collection: one-to-one interviews, focus groups, workshops.

Bespoke tools: There are a number of outcomes tools designed with very specific purposes which you may want to integrate into your own outcomes questionnaire or do separately.

When to measure outcomes: can you capture the change?

Your outcomes data will be most convincing if you measure changes to users (or other stakeholders) over time and you can attribute these changes to your project.

Questionnaires that ask people questions about their outcomes after an event are not always convincing. You miss people who did not engage and cannot try and analyse why this was so. Also, people are often biased and want to tell you what you want to hear. It is better if you can try and measure how far your users have come, compared to where they were before the event. To do this you will need to collect outcomes data at consistent intervals over time and start with it before any other activity.

Even if you do measure 'before and after' information, you will still have difficulty attributing any changes you find to your project. This is where it is useful if you can identify a comparison group who didn't take part in your project or didn't participate as much as other people. We look at this in 'Designing for impact' below.

Who to measure: don't just cherry-pick your best examples

In outcomes measurement, you need to look back at your key stakeholders and work out ways to capture data on as many of them as possible. You will need to adapt your outcomes data collection tool for different stakeholder groups. For a local authority, you may wish to conduct one-to-one interviews with key contacts to get a feel for how you are helping them meet strategic objectives. For your core users, you should also be able to capture some quantitative data. If you have business users or redemption partners, often very busy people, you might go for a much more light-touch approach.

You will need to think about how you sample users in such a way that the feedback is representative. It is tempting (and common) for projects to cherry-pick the few most frequent users and report on their outcomes. You may want to use a few good case studies but this isn't a substitute for outcomes data.

As well as your core members or participants, people who don't take part in your project are also interesting for a number of reasons. Are there people who expressed an interest in your project but then did not go on to use your currency or did not use it very much? Why did they not use it, and were their outcomes different? You can often learn about how your project creates change by asking these questions – see Box 6 below and the Brixton Pound example in the online toolkit[20].

Box 6: The Brixton Pound – what change does using the currency make?

When the Brixton Pound launched Payroll Local – a project where staff at the council could take some salary in the currency – they compared outcomes between people who signed up to take part, against those who showed an interest in taking part. They found:

Most changes were only experienced by people who signed up to Payroll Local scheme. For example, 40% of people who took B£s in their salary reported going out at lunchtime in Brixton more, compared to less than 2% of those who didn't.

There were some outcomes for people who didn't sign up to the project. For example, more than 40% felt it showed that Lambeth Council was innovative and 25% felt reinforced pride in Brixton even if they didn't actually take part. These reports were still lower than those who took B£s in their salary.

Figure 3: Example flow diagram of engagement with primary users
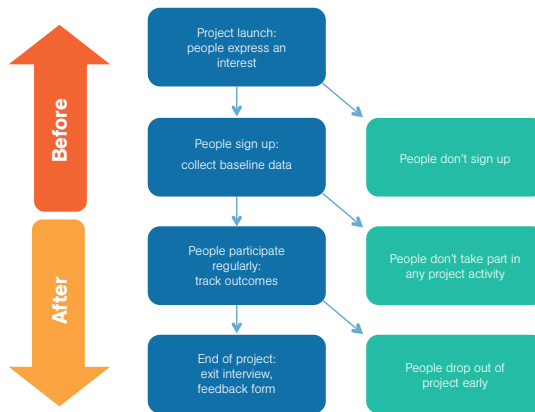
Don't forget the people not participating or dropping out: They are interesting for your evaluation! Why did some people not use the project and can you compare their outcomes against those that did? What happens to people who don't use the currency frequently or who drop out, and why?

For all of these aspects, there are sliding scales for measurement. We highlight these differences in Table 2. For some organisations it won't be possible, necessary or desirable to take measurement to the more advanced stages, and the scope of what you need will be much more basic. Nonetheless, in some cases, implementing more advanced and rigorous evaluation procedures can be relatively easy, such as by building a partnership with a university. The Transition Network has some useful advice for projects looking to collaborate with researchers.[21]

Table 2: Stages of measuring outcomes

	Basic	Advanced
What	Outputs, mostly.	Use a range of indicators that measure progress towards longer-term outcomes. Mix of subjective and objective indicators.
How	Very basic questionnaire	Outcomes data collection embedded into the way the project is delivered and any new projects that you start. Collaboration with independent third party (e.g. university) who can verify your findings.
When	Outcomes data collected at random points in time.	Outcomes collected before, after and at regular stages in participation. This includes a comparison group who don't participate.
Who	Outcomes collected for an arbitrary sample of self-selected users	Outcomes collected from representative sample of users groups and other stakeholders. Outcomes collected against a comparison group.

Do you want to make claims about causality?

An important stage in data collection is to try and assess to what extent the outcomes happen as a result of your project. The earlier you can plan for this step the better your chances are of making your findings watertight.

There are two general approaches to measuring impact. We call the first 'iterative impact evaluation'. It involves trying to assess causality after or during the project. The second type is 'impact evaluation design' because the whole process is designed to identify the causal effect. Typically the latter is employed by economists or policy evaluators in government or in universities.

1. Iterative impact evaluation

Figure 4: Getting from outcome to impact

Input > Activity > Output > Outcome > Impact

Minus > DAD
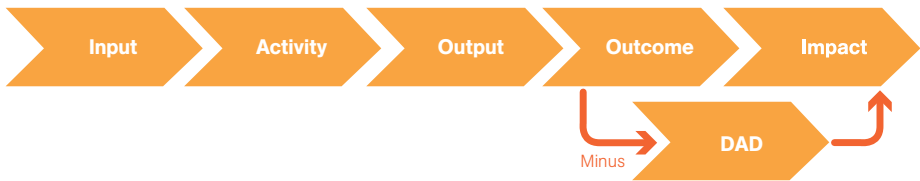
An evaluation methodology such as social return on investment identifies three key things to think about when moving from outcomes to impact, which we abbreviate to DAD:

- **Deadweight:** How much of the change would have happened anyway, if nothing had been done?

- **Attribution:** How much of the change was due to your project and how much was due to other factors?

- **Displacement**: Has your project moved a problem somewhere else?

In addition, if you are making the claim that your outcomes have a long-term effect, you will also have to think about drop-off which is the extent to which the impact might decline over time.

There are several ways you can begin to think about what these effects are. You can probe or 'retrospectively rate' how influential you feel you have been.[22] Or you can explicitly ask for people's opinions about attribution within your data collection tools.[23] Even if you can't conclusively prove these effects, if you give them some thought, you can be more honest and realistic about the changes you are inducing.

2. Designing for impact

The second methodology aims to identify the impact of a project by designing an evaluation which tries to identify a causal link. This means that, rather than trying to assess attribution, deadweight and displacement at the end of the process you design an evaluation that will take them into account automatically. The easiest of these methods to understand (but the most controversial) is the use of randomised control trials but there are a number of other methods which do not rely on a control group in the same way.

Many of these methods will be unrealistic for grassroots organisations. For many people, using a control group could seem impractical or even unethical. To have a control group you have to deny some people access to your project which does not seem fair. The counterargument to this is that it is not necessarily ethical to spend public funding on project with no evidence of its effectiveness. Using a control group can help to substantiate the impact of your currency project.

If you are able to partner with a university, you may find that you are able to work out a way to conduct rigorous research in a way that suits both of you. In Box 7 we give the example of using a 'difference in difference' research design where you compare the difference in outcomes between areas that have the currency to those that don't. Another option, as seen in the Brixton Pound example, is to capture some basic information from people who expressed interest in a project but didn't sign up, or who did sign up but didn't become regular users of a project.

Box 7: Rolling a project out in stages

A research team at the Solvay Brussels School of Economics and Management is working with one of the CCIA pilot currencies Limburg.net on the evaluation of their e-wallet currency scheme. This is a points-based currency scheme that is designed to facilitate sustainable, environmentally-friendly behaviour which is currently operating in 13 local areas within Limburg. Their final objective is to roll out their project to the entire region of Limburg.

In collaboration with Limburg.net, the research team are developing a series of outcome indicators that measure change towards Limburg's long-term goals about reducing waste. The research team have suggested that, before the project rolls out more widely, they use the local areas that are not using the currency as a control group (this is a 'difference in difference' design). This means they can compare progress on the indicators both before and after people are engaged with the project. They can also compare these indicators with people who live in a local area that is not using the project. This research design has been based on the way they are implementing their project in stages and therefore does not mean that they have to deny treatment to any of the groups.

Conclusion

You should now be clearer about the different options for completing an evaluation and have an idea of how to start a ToC for your project. This will give you some immediate feedback on your project and can also be the start of a more comprehensive evaluation.

It is often tempting to push evaluation down the list of priorities, but your evaluation will be better (and easier) if you can plan the stages and the collection of data into your project delivery.

Evaluation is important and should be integrated into the strategy and future development of your project. By dedicating the time to assess if your goals are being achieved, your currency project will demonstrate that it is serious about influencing change in the economy and making people's lives better.

Glossary

- **Activities:** A description of what you actually 'do' as part of your CC project – for example, administering a currency, organising social events, publicising local businesses are all activities.

- **Attribution:** Taking account of attribution means trying to understand how much of a change was caused by the contribution of other organisations or people, and therefore not solely due to your community currency. So, for example, some people may go into paid work after using your CC, but this is only partly 'attributable' to your project; you also need to 'attribute' their own personal skills and motivation.

- **Deadweight:** A measure of the outcome that would have happened anyway, even if you had not organised a CC project. For example, your currency may mean that people volunteer in their local area but some of these people would have volunteered without the incentive of a CC.

- **Displacement:** In some cases a project may cause a new outcome, but at the expense of the original outcome occurring elsewhere – for example, street lighting my mean there is less crime on one road but the crime may be 'displaced' to the next street.

- **Impact:** An assessment of how your CC project has caused outcomes for participants.

- **Impact map:** A table that captures how an organisation makes a difference, that is, how it uses its resources to provide activities that then lead to particular outcomes for different stakeholders.

- **Indicators:** A way of measuring progress towards outcomes.

- **Logic model:** A logic model expresses how an organisation creates change and has some similarities to a ToC but is often considered to be more 'linear'. So, generally a logic model looks at how an organisation takes inputs to deliver activities. It then follows how these activities are converted into outcomes.

- **Materiality:** Materiality is a useful concept to use when thinking about whether to include something in your ToC, be this an outcome, stakeholder or activity. Something is material if failure to include it has the potential to affect decisions made.

- **Outputs:** A way of quantitatively describing what your activities produce for each stakeholder – for example, 3,000 people took part in a time bank exchange, and 10 businesses attended engagement workshops.

- **Outcomes:** The changes that occur as a result of the activities – for example, improved health outcomes, greater social trust, and so on.

- **Qualitative data:** Data that is descriptive and cannot be expressed numerically.

- **Quantitative data:** Data that can be counted or expressed numerically.

- **Stakeholders:** People, organisations or entities that experience change, whether positive or negative, as a result of the activity that is being analysed.

In this report we have also referred to several different types of community currency or individual community currency projects such as the WIR Bank or Transition Towns Currencies in the UK. For more information on these projects you can visit: www.community-currency.info

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19. For example, under EU data protection law, the organisation or individual who will collect and process data is a 'data controller' and may have to register with their national regulatory body. See EU Data Protection Directive 95/46/EC and its proposed replacement, the General Data Protection Regulation (GDPR). For example, in the UK, data controllers need to register with the Information Commissioner's Office http://ico.org.uk.

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23. For example, you can ask people to what extent they felt an outcome was the result of your CC project. For template questions and more details on how to do this, see Steed, S., & Nicholles, N. (2010) Small slices of a bigger pie, London: New Economics Foundation. Retrieved from http://s.bsd.net/nefoundation/default/page/file/86c098b42b969e12c6_wam6i8ux8.pdf

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