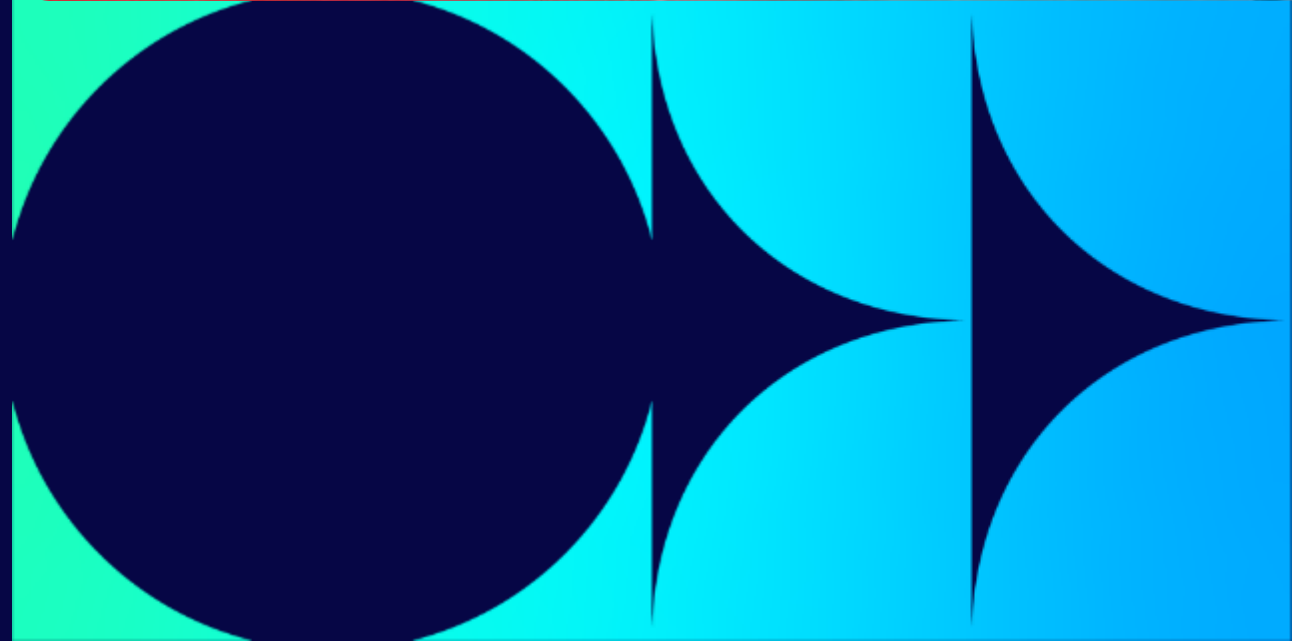


# Fishermead Citizens Alliance – evaluation learning generated

Produced for Milton Keynes Fishermead Citizens Alliance Project Steering Group

**Pauline Roberts** – Principal evaluator  
**Martin Reynolds** – Principal Manager for Evaluation

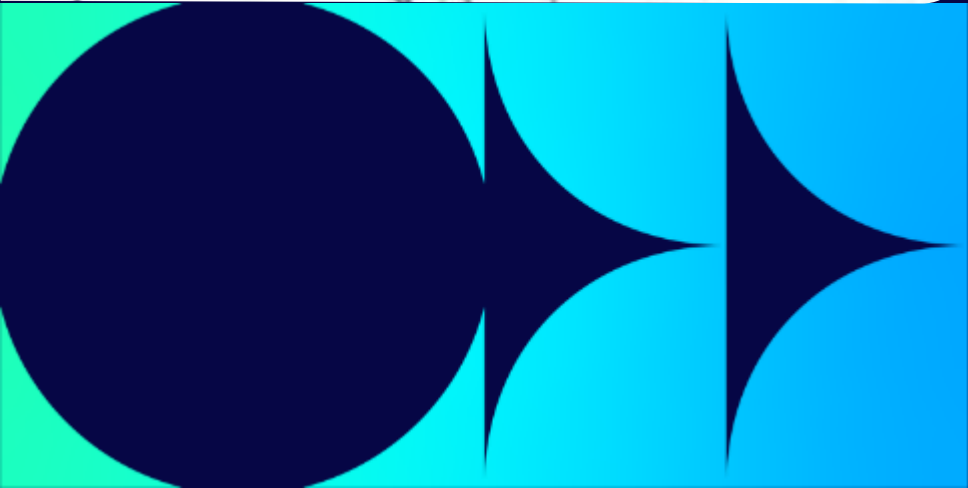
August 2023





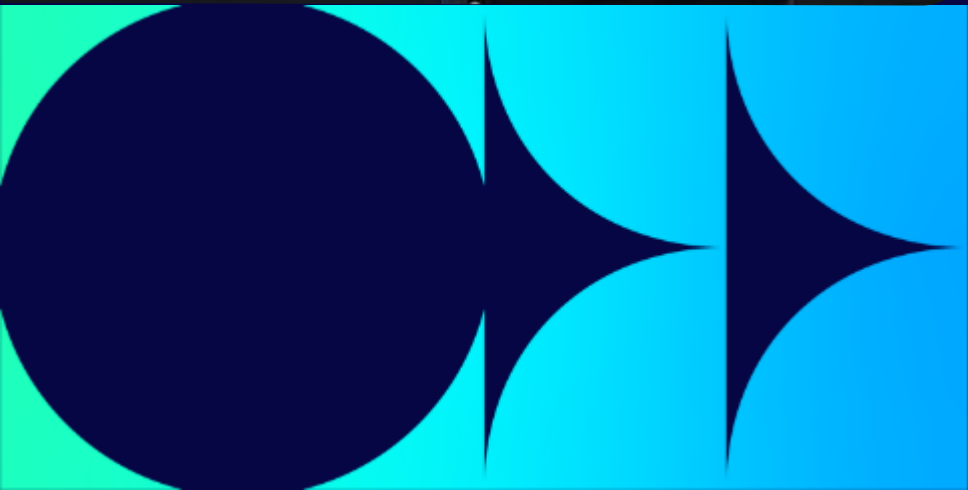
## Format of the session

- What you set out to do
- Developmental evaluation with systems thinking
- Learning generated (including recommendations/considerations)
- Q&A





## Introduction: What you set out to do



# Project Mission and Vision

## Project Mission

It was the mission of the project to build 'Fishermead Citizens Alliance' over a three-year period from September 2020 to August 2023.

## Project Vision

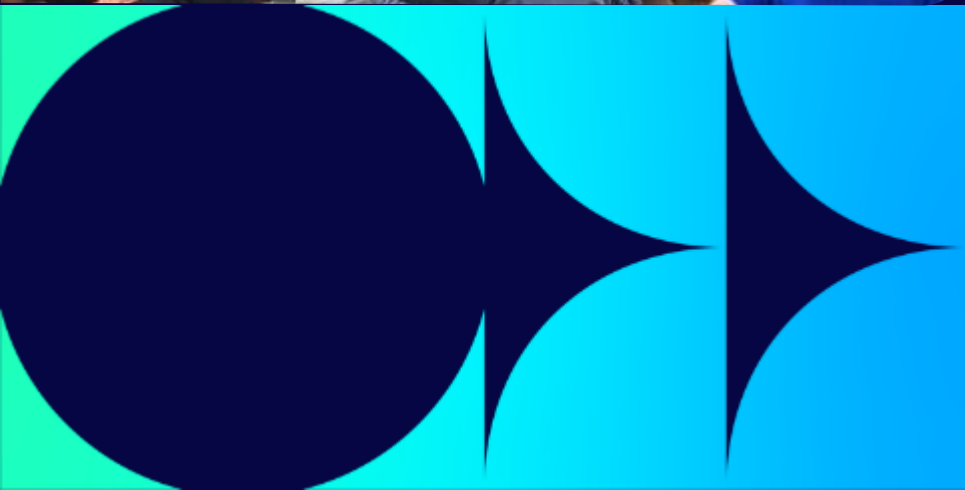
The vision for Fishermead is to become renowned as a safe, pleasant, interested and self-supporting community, where residents and workers, fully including those from BAME communities, have pride in themselves and their area (FCA Project Plan, 2021).



# Evaluation

## Developmental evaluation with systems thinking

(learning/ value/ systems thinking)





# Developmental evaluation with systems thinking

This evaluation builds on two complementary traditions: **developmental evaluation** and **contemporary systems thinking in practice**.

Both traditions are premised on interventions (e.g., an evaluation) being participatory, iterative, and reflexive on the part of the practitioners. This proactive process **develops value** in an intervention, rather than simply assessing or 'capturing value' in an intervention (Reynolds et al., 2017).

Developmental Evaluation **triggers ongoing conversation**, rather than (as with conventional evaluation) making final external judgements.

The Key role of the developmental evaluator is to assign and help develop value

# How the evaluation was carried out

## Developing the evaluation criteria

Initial measures of **efficacy (what)**, **efficiency (how)** and **effectiveness (why)** were produced in collaboration with project stakeholders at the start of the project and iteratively reviewed throughout. A full list of the evaluation criteria can be found in the Appendix

## Developmental evaluation with systems thinking

Collaborative **prototype modelling** of Fishermead Citizens Alliance project using a viable system model to explore **systemic desirability** and **cultural feasibilities** and setting up appropriate criteria for evaluation

Reflecting on **systemic opportunities** and challenges of Fishermead Citizens Alliance endeavours as explored through refined **modelling based on a viable system model**

# What is a viable system model?

## **A model to help us consider viability of a system**

- How a system survives over time
- How it responds to flux from the environment
- What you want to do and how you make sure it happens
- How you think equally about the present day and the future
- What is the identity of your project/ model?
- How you bring information in from Fishermead to feed and lead the work
- How you know things are really working
- How you allocate resources to your project and eventual model, especially over time



# What is a viable system model?

**A model to help us consider viability of a system**

- How you performance manage what you do
- How you coordinate things. How do you avoid clashing with others (individuals and groups) doing similar things in the area
- How leadership and decision making will happen
- How (and how quickly) you are going to respond to change in (and around) Fishermead
- How you will govern things

# How the evaluation was carried out

It was agreed that achieving systemic change was the overarching system, with two project workstreams sitting within this:

- Developing community leaders
- Strengthening civic institutions

Each workstream has a set of three evaluation criteria which represent:

**(what?) Efficacy** – what is this supposed to do?

**(how?) Efficiency** – how good is it at doing it?

**(why?) Effectiveness** – what is changing as a result?

# How the evaluation was carried out

- Evaluator embedded in the project
- Review and revise evaluation criteria – criteria updated July 22
- Testing the model against the viable system model
- Critique and re-modelling
- Critique of project boundaries using critical system heuristics
- Attending Steering Group meetings
- One to one meetings with the community organiser and leaders
- Attending pre-founding committee meetings
- Attending celebration events
- Interaction was online via platforms such as Zoom

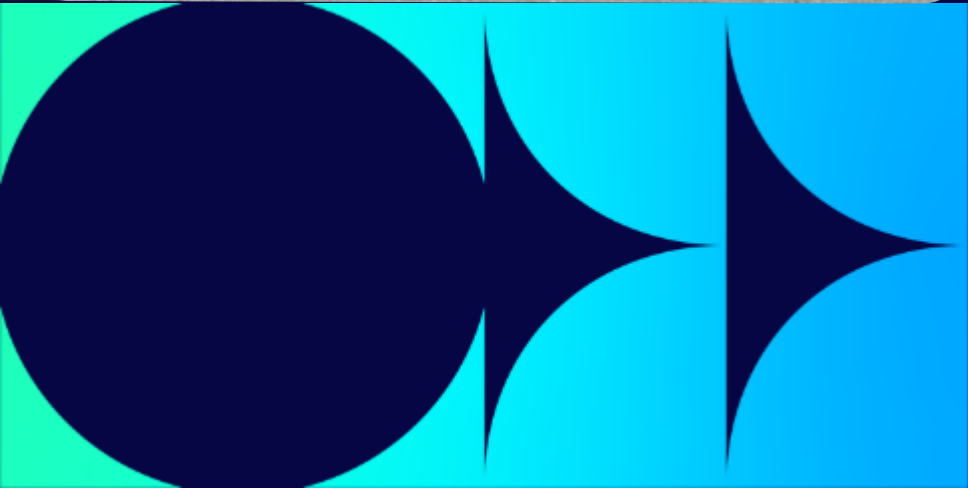
# Considerations

- Different groups of people are likely to view this evaluation very differently
- These recommendations are from the limited observations and against the modelling (they are not the evaluators personal views. They are the views that the modelling and observations brought up)
- All views are subject to bias
- There were limitations in gaining access to a wide enough group of people and limited evaluation time allocated



**1<sup>st</sup> and 2<sup>nd</sup> order  
evidencing**

**What are they?**



# 1<sup>st</sup> and 2<sup>nd</sup> order evidencing

## What are they?

Despite a general reliance on 'results-based intervention', facts do not speak for themselves. It is about more than what you have done. Value judgements are constantly being made. In developmental evaluation we work with the value judgements.

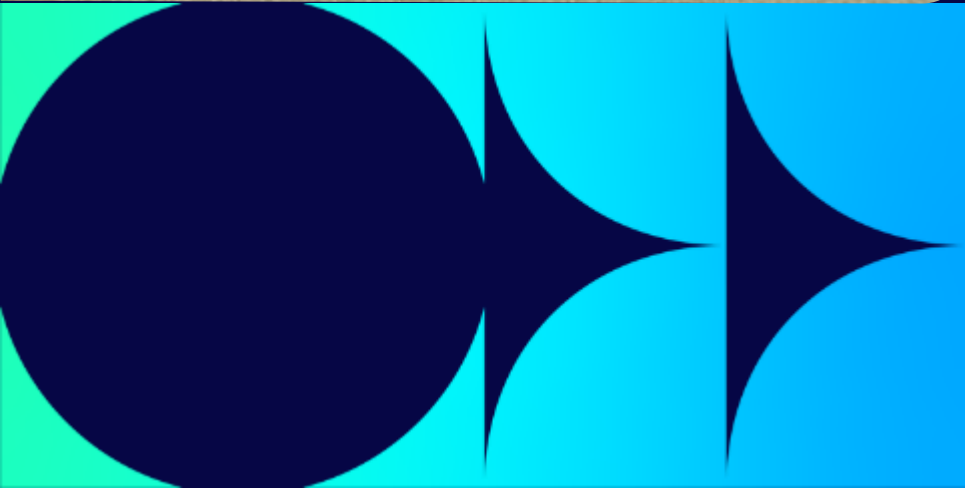
- 1<sup>st</sup> Order evidencing – the facts of what you did – actions and campaigns
- 2<sup>nd</sup> Order evidencing – work with the value judgements of participants (including the evaluator)
- These judgements can be seen in relation to three types of value:
  - Instrumental value
  - Intrinsic value
  - Critical value





**Learning generated in  
years 1 & 2**

**A recap**



# Learning in Years 1 and 2

## Year 1 – key learning generated

### Successes

- Training generated value
- There was an existing desire for change
- Actions and campaigns were effective
- Ongoing participation enabled relationships

### Challenges

- Covid 19 lockdown
- Shifting ownership of the project to a leadership group
- Reconciling divergent viewpoints
- Overcoming cultural divides

## Year 2 – key learning generated

### Successes

- Community leader development brought value
- Peer to peer support brought value
- Relational power brought value
- Actions and campaigns brought value
- Pre founding committee brought value
- Sense of hope

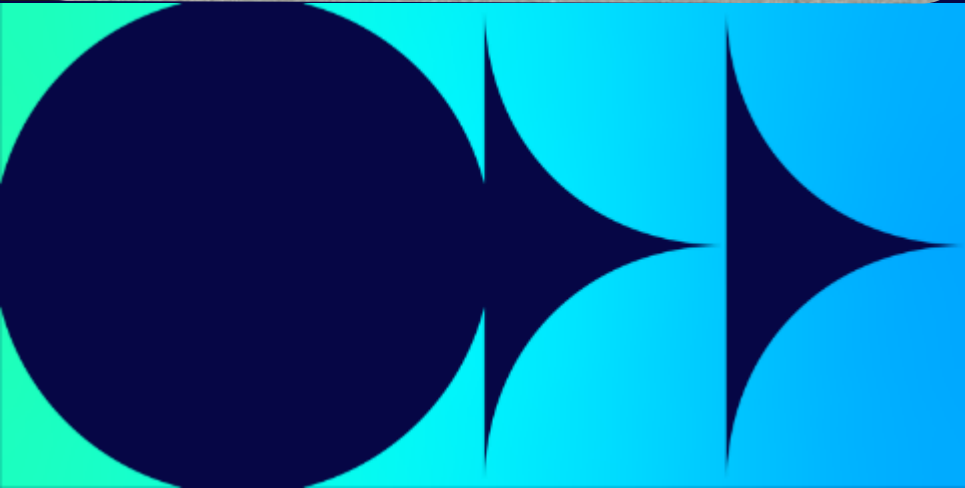
### Challenges

- Loss of leaders from the project
- Key institutions not on board
- Challenges to the Citizens Community Organising approach



**Learning generated**

**1st order evidencing –  
year 3 of the project**



# Actions and campaigns in year 3

## Actions and celebrations

- Community walk – Oct 22
- Hong Kong arrivals explore Fishermead – Oct 22
- Appeal to High Sheriff for 50<sup>th</sup> celebration – Nov 22
- High Sheriff support for royal visit – Nov 22
- Shopkeeper pledge to support 50<sup>th</sup> celebration – Jan 23
- Citizens Assembly with Lord Lieutenant – Feb 23
- 50<sup>th</sup> birthday celebration – July 23

## Campaigns

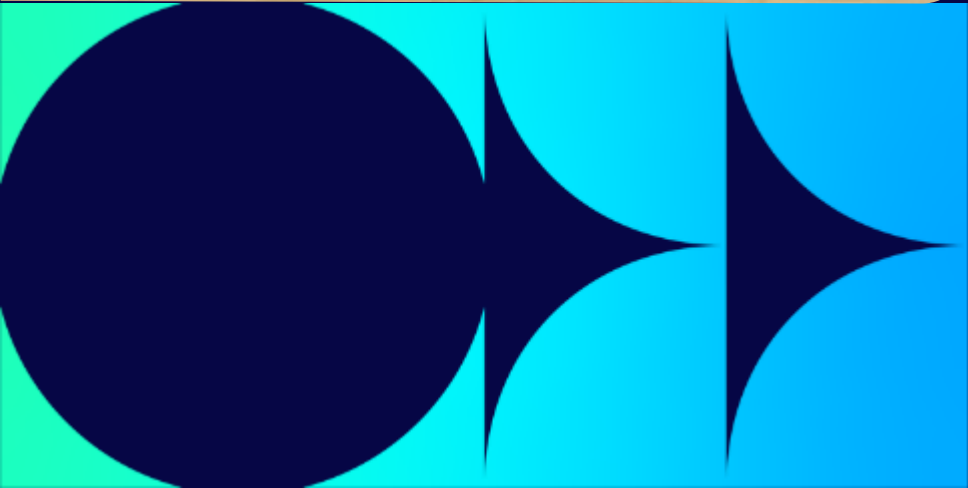
20's plenty



**Learning generated – whole project over 3 years**

**2<sup>nd</sup> order evidencing**

- **Types of learning**
- **Types of value generated**



# Types of learning

**Single loop learning** – linked to efficacy (getting things done) and efficiency (getting things done right)

**Double loop learning** – linked to effectiveness (getting the right things done)

**Triple loop learning** – reflecting on power relationships in shaping the Alliance (considering why some things are deemed right)

**Hummelbrunner, R. and Reynolds, M. (2013)**



# Three types of value generated

**Instrumental value** – the value of the actions, campaigns and celebration events in helping you move towards the establishment of an Alliance (the things that you produced)

**Intrinsic value** – the value of the project as it is now and the potential of an eventual more permanent Alliance forming (how viable is the project and the eventual model?)

**Critical value (expressed as individual and collective value)** – the value generated for each individual and the emergent value generated through the relationships. Generating enhanced social and political awareness (political being about relations of power, rather than political doctrines)

# Learning and systems thinking

Thinking  
about power  
relationships

effectiveness

Efficacy and  
efficiency

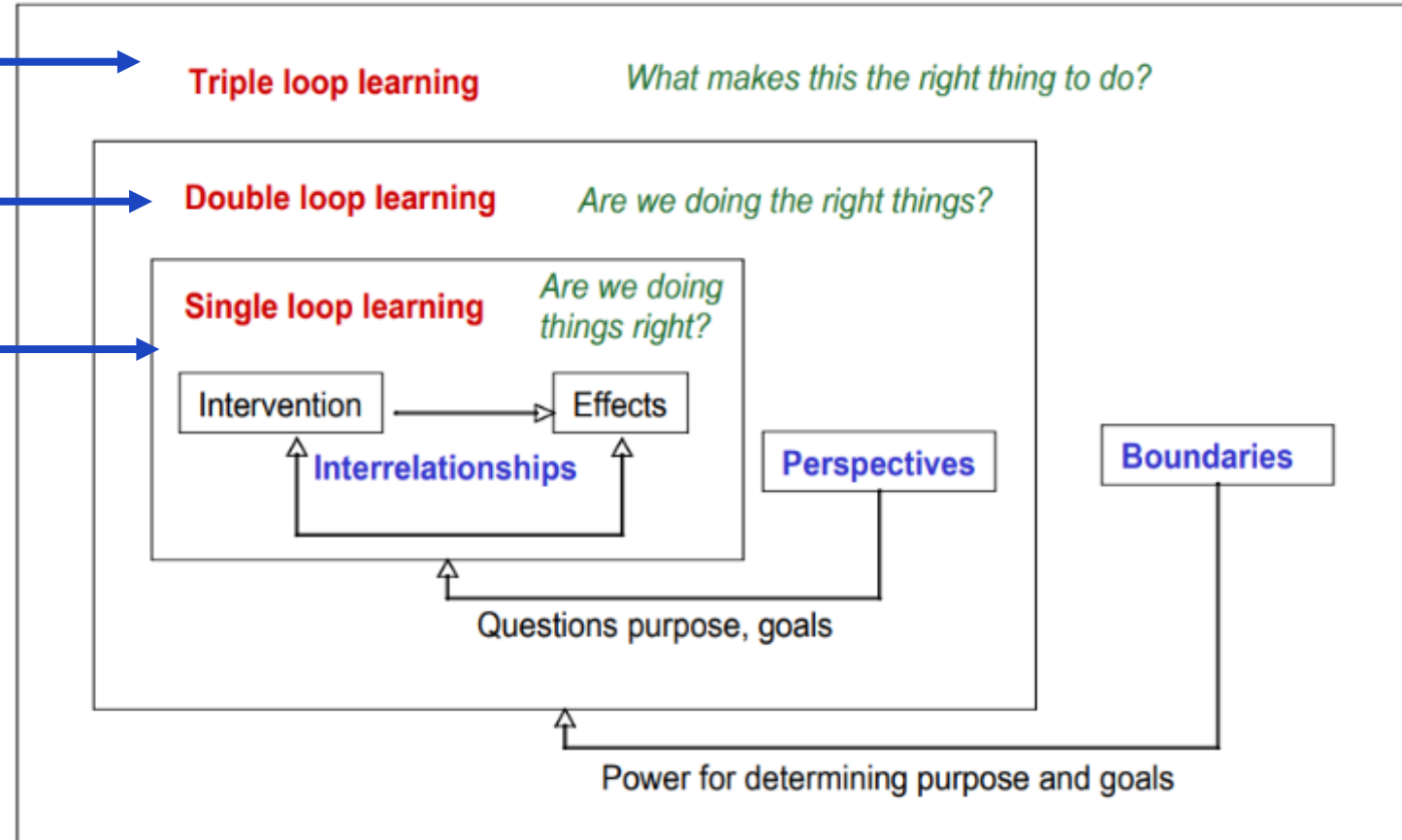
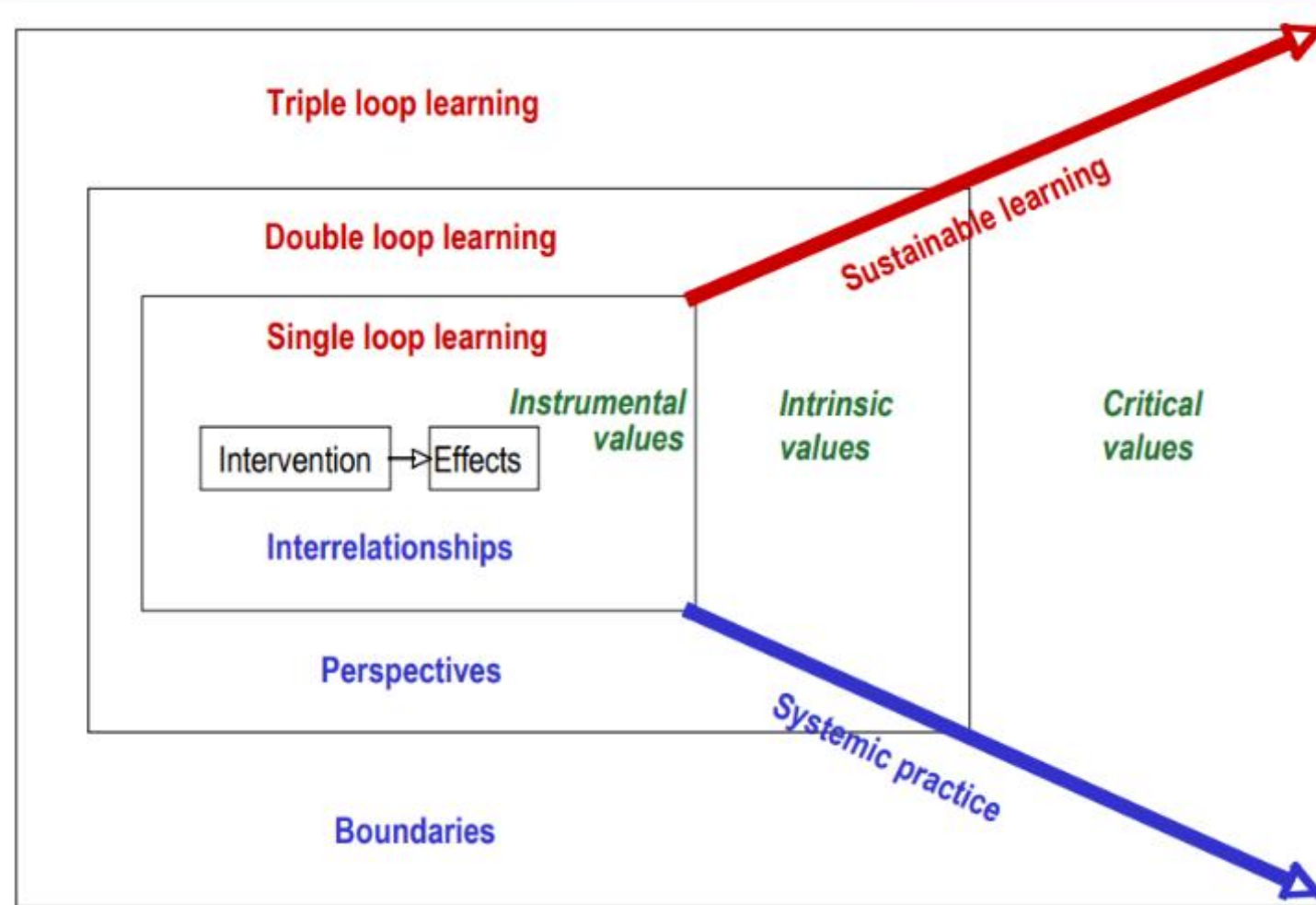


Fig. 1: Types of Learning and Systems Concepts

# Key role of the evaluator

The Key role of the evaluator is to assign value





# **Learning generated**

## **2nd order evidencing**

### **1. Instrumental value**

The value of the project, including actions and campaigns and celebration events in helping you move towards the establishment of an Alliance

# Instrumental value

## Very clear value created over the 3 years of the project

- Provided space for conversations amongst stakeholders
- Created the conditions for peer-to-peer support
- Created the conditions for emerging relationships (across traditional boundaries)
- Enabled shopkeepers to come together in mutual support of one another
- Enabled people in Fishermead to visualise what the impact of an Alliance might look like
- Enabled residents to believe something different is possible
- Taught people how to innovate, how to petition, how to campaign, how to work together as a team, how to be a leader
- Taught people to do new things and push outside of their usual comfort zone
- Enabled a space for safe experimentation and learning
- Created space that generated learning about what obstructs, disrupts and delays or diverts you in forming an Alliance
- It has enabled the project group to engage with different thinking
- Training significantly moved people towards understanding of different models of leadership
- Enabled a focus on interconnectivity
- Enabled effective communication exchanges

# The project is enabling you to create/ recreate the identity of Fishermead

- It is enabling you to realise a different set of values for Fishermead
- It is giving you space to gain agreements to how you might work together in Fishermead
- It enabling you to generate the capacity to create together
- It is distributing leadership and enabling collaboration
- It is demonstrating that a different kind of decision making is possible (devolved decision making)
- It is enabling reflective conversations, positive challenge and learning about how and Alliance might be formed
- It is enabling you to purposefully create reciprocation strategies
- It is enabling you to disturb the current status quo so that a new model can emerge (like a new green shoot)



# The project is enabling you to create/ recreate the identity of Fishermead

- It is enabling you use stories to encourage different mental models of a future for Fishermead – which might lead to the formation of an Alliance
- It is creating significant channels for interaction
- It is moving you away from competition to collaboration and creation a network of leaders – it is starting to build trust
- Unofficial contracts of collaboration are forming
- It is generating meaning for the residents of Fishermead
- It is allowing Fishermead to observe itself, which will support you to understand what is possible in terms of an Alliance
- You have clearly demonstrated that if there is disruption, this is an opportunity for generation of something new
- It is dissolving barriers

# The project is enabling you to create/ recreate the identity of Fishermead

- You are incrementally co-creating with the leadership group taking accountability
- You are bringing in new information and using it as nourishment to encourage a model to emerge
- You are starting to recognize signs of a healthy 'system' – Fishermead
- The project has been a structure that has facilitated the emergence of significant amounts of value, even if an Alliance has not been formed yet.
- You are co-producing the new
- An embedded evaluator helps you to iteratively critique your boundaries and value judgements
- The project is producing energy for change

# 50<sup>th</sup> Celebration – leaders are thinking longer term

## Thematic analysis

Evaluation meeting for 50<sup>th</sup> celebration event

- 70% of comments were thinking longer term and about wanting to repeat the carnival
- ‘The vibe lifted me on the day. Kept me going. Kept me motivated’ (Meeting attendee, 2023)
- ‘The event changed the narrative about Fishermead’ (Meeting attendee, 2023)
- ‘Things are changing’ (Meeting attendee, 2023)



# Were the actions valuable in helping you to move towards an Alliance?

## Feedback from leaders

‘I don't think that the 50th celebration will widen or alter any perspective of Fishermead and community’. (Community Leader, 2023)

‘I think the event has sparked people's interest in making the celebration an annual event. I don't think it has sparked any fresh interest in organising and launching an Alliance’. (Community Leader, 2023)

## Evaluator comment

If we detach actions, campaigns and celebration events from a potential Alliance and they are just a bunch of actions etc, although something else emerged, albeit different to an Alliance.

- Did they have value? There is evidence to suggest the **definitely did**, just not the value we expected in terms of forming a permanent Alliance **YET**
- They were **valuable in creating community relationships** AND **something else**, albeit, we do not know what the 'something else' truly looks like yet. It is emerging

# Key learning point

## An Alliance

- There is not enough evidence to strongly suggest a dues paying Alliance will be formed **YET** but it is entirely possible that it can be formed
- Seventh Day Adventist Church are committed to paying dues.
- Citizens model is systemically desirable but may not be culturally feasible for Fishermead just **yet**
- Historical complexities in Fishermead might be a complicating factor

How do we share the benefits of being connected to the Citizens supportive infrastructure?

How can we tap into what is meaningful for the institutions who are yet to come on board?





**Learning generated**

**2nd order evidencing**

**2. Intrinsic value value**

The value of the project and the potential  
value of a more permanent Alliance



# Has the project to date been systemically desirable and culturally feasible?

- › Institutions are flourishing more. Example: the emergent relationship between the church and the school (cake making)
- › Shopkeepers – Xtrim Hair & Beauty Salon won Gold in the Fishermead Business Olympics. Support for 50<sup>th</sup> birthday celebrations.
- › Cooperative Convenience Store won a special award for Services to the Community
- › Local businesses – food for the carnival (a good marketing opportunity)
- › Schools – children are involved, breakdancing club, football challenge
- › Mosque – film night
- › Community groups
- › All residents benefitted from the 20 is plenty campaign

# Has the project to date been systemically desirable and culturally feasible?

- Special award for Services to the Community for Chair of Campbell Park Parish Council
- Police – community relationships
- Neighbourhood watch – met lots of people at carnival
- Samaritans – may be interested in Alliance
- All organisations who ran stalls at the carnival benefitted from the community relationships
- Councillors – community relationships
- Built relationships with significant power holders – Mayor, High Sheriff



# You generated value when there was deep authentic listening

**No-one has the monopoly on ultimate wisdom**

- **Receptivity** to multiple perspectives
- Power is in the eye of the perspective
- Important:
  - High quality listening and feedback
  - Self reflection
  - Accommodations with other ways of doing things
  - Compassion and understanding

# Recommendation from report 2

**An opportunity to create intrinsic value and realise double loop learning (doing the right things) and triple loop learning (why are they deemed to be the right things?)**

The evaluator and the evaluand to further explore whether a Community Organising approach is what Fishermead wants and needs going forward. Consideration should be given to the core elements of the model and other elements that might be more flexible. Is there flexibility in the model to accommodate Fishermead's needs, if the core model is deemed too rigid or not workable? What are the core conditions for success?

# Recommendation from report 2

**An opportunity to create intrinsic value and realise double (doing the right things) and triple loop learning (why are they deemed to be the right things?)**

In the meantime, the group should still continue to try and recruit power leaders who have a greater span of power and are key players in Fishermead, such as Trinity Community Centre.

# Recommendation from report 2

## **An opportunity to create intrinsic value and realise double and triple loop learning**

The evaluand should consider ways that their hard work and effective relationships can be continued beyond Aug 2023. This will hopefully be through the Alliance. However, the evaluand should consider alternative ways of funding a Community Organiser beyond this date



# What happens to intrinsic value when resources are diminished?

## We are at the end of the 3-year project

- If the community organiser is lost, at a time when leaders need more mentorship, intrinsic value may be depleted and not return
- You may not realise the tipping point that could be just around the corner
- How will the leaders deal with flux? How will they coordinate and plan for their next steps in a measured way (rather than rushed)



# What about the potential of a more permanent Alliance?

## Is an Alliance model viable?

- Is it **systemically desirable**?
- An Alliance at a hyperlocal level is much more sensitive to the flux and complexities of the local area
- Could be viable with continued support from Citizens infrastructure

## Is it for Fishermead?

- Is it currently **culturally feasible**?  
Not **yet**
- Value may be in an emerging model – which may be a hybrid of the Citizens Alliance model (?)
  - Is there a 'stepping stone' before an Alliance is formed?

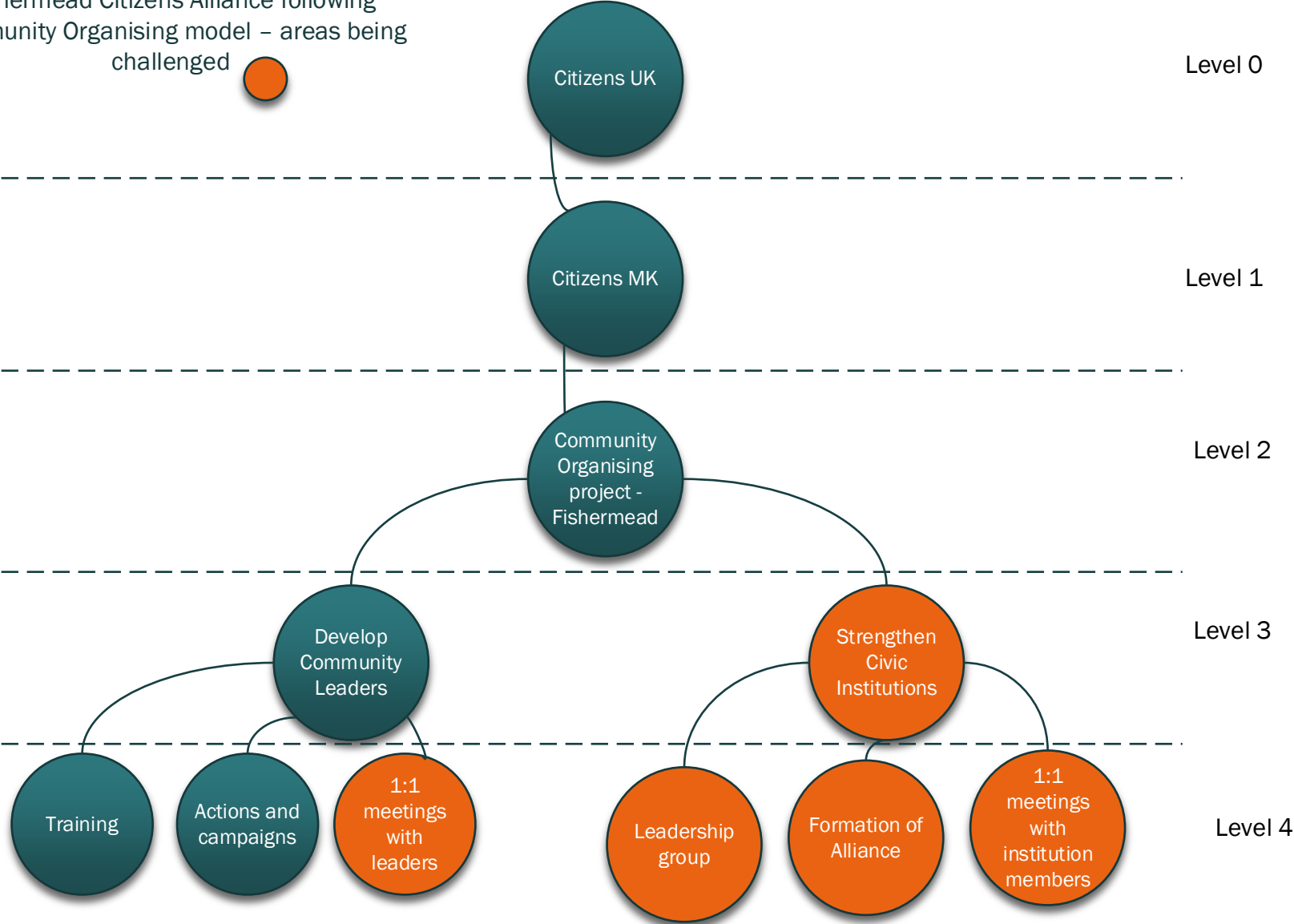
# Learning about a potential permanent Alliance

- The **one-to-one** element of the model is theoretically systemically desirable and culturally feasible when it comes to forming personal relationships.
  - It did form one-to-one relationships throughout the project.
  - It was also the most challenged element of the model
- For Fishermead, there may be opportunities for **accommodations** with other ways of engaging the community that are a culturally feasible way forward for the history, nuance and complexity of Fishermead **at this point in time** until a more permanent Alliance is formed (i.e. the 50<sup>th</sup> celebration)

‘Why should we use our energy chasing institutions who aren’t interested’ (Community Leader, 2023)

‘We don’t want to keep being asked for something. We just want to enjoy ourselves’. (Community Leader, 2023)

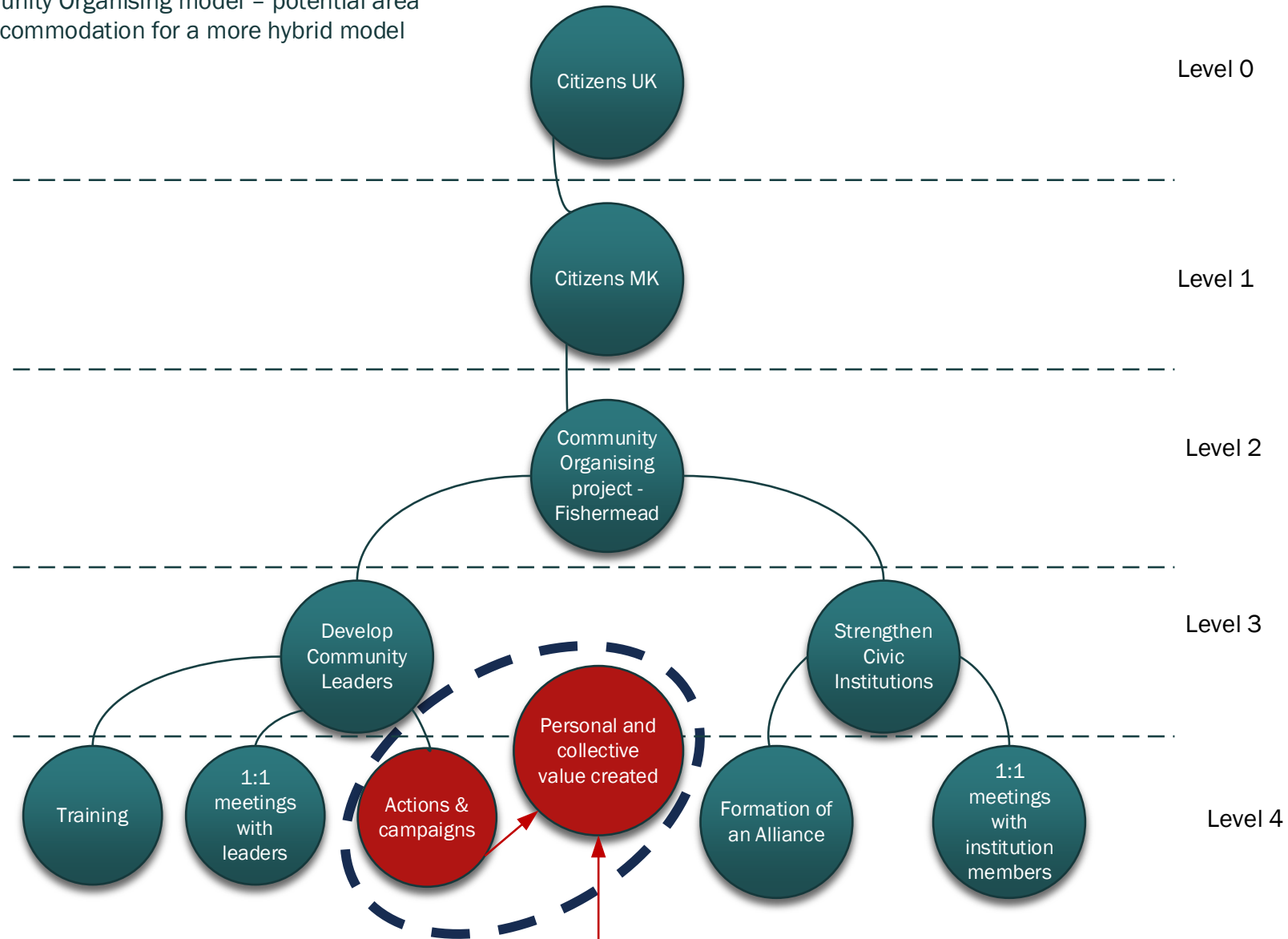
Fishermead Citizens Alliance following Community Organising model – areas being challenged



Fishermead Citizens Alliance following  
Community Organising model – potential area  
of accommodation for a more hybrid model

‘It isn’t about the  
money. It’s about  
bringing the  
community  
together’. (Two  
Community  
Leaders, 2023)

‘We are only  
understanding  
now what this is  
all about’.  
(Community  
Leader, 2023)



This emergent property of the actions and campaigns is what  
is getting people in Fishermead interested  
This helps to create the conditions for them to come together  
as a community

# Developing an Alliance as a viable system

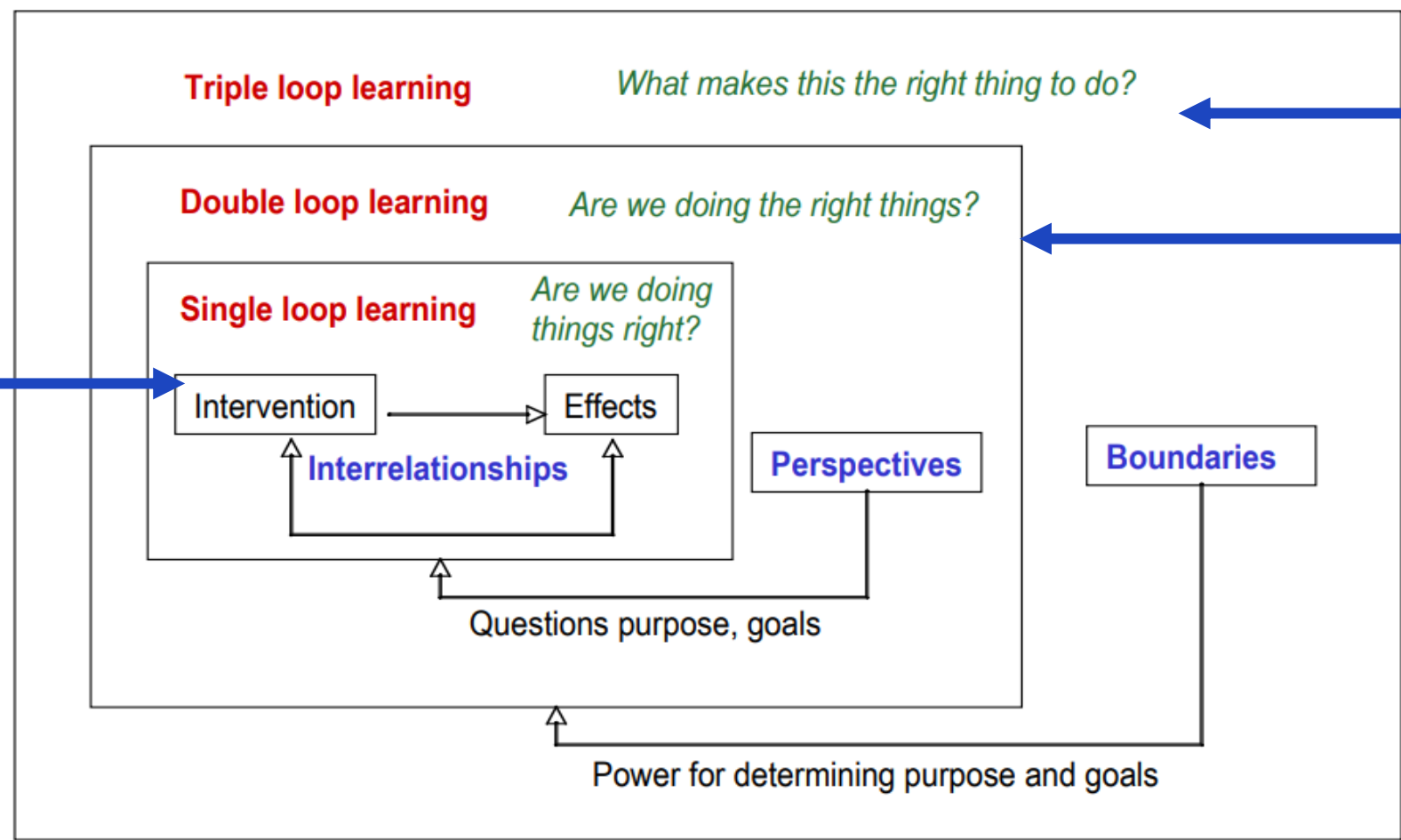


Fig. 1: Types of Learning and Systems Concepts



# A more permanent Alliance and resource generation

A more permanent Alliance, developed as a viable system, would support embedding robust ongoing finance and resource arrangements

# Understanding and responding to context in Fishermead

**A viable Alliance could help you bring in information from the community and respond to it, in a timely manner**

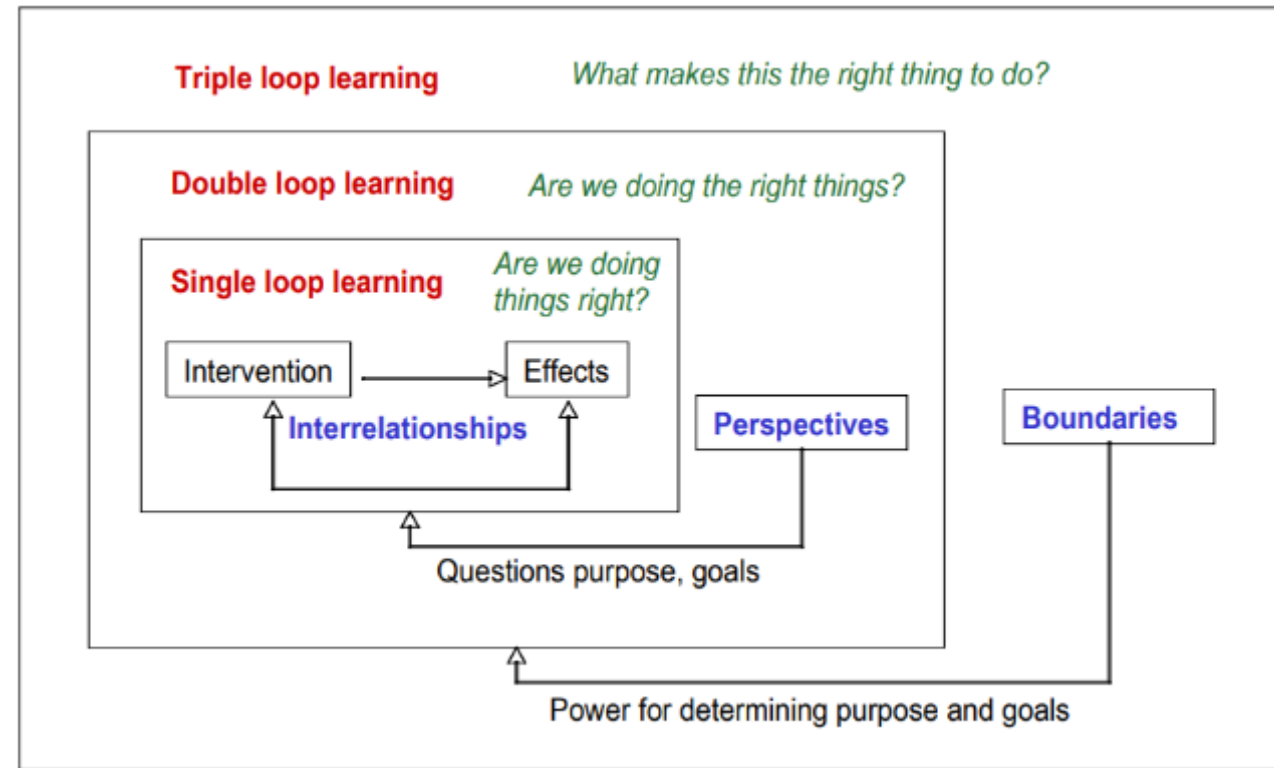


Fig. 1: Types of Learning and Systems Concepts

# Could an Alliance embed seamlessly into people's lives?

- It was important to those questioned that the project brought value to their lives, rather than putting pressure on them
- When they feel 'sucked into' a model, they disengaged more
  - It should not feel like a burden
- Leaders are more likely to come on board if they like the WAY things are done
- A more permanent Alliance might help build an affinity with the project



# Aligning with a vision, mission and identity

**An Alliance could potentially unite people in a specific vision, mission and identity**

- Some leaders did not know what the project was capable of achieving until the 50<sup>th</sup> Celebration event, 'We are only just understanding now' (Community Leader, 2023).
- It has been quite difficult to decide on next steps as a collective
- When Leaders were asked what the plans were for Fishermead next, responses were individualized and different
- There is an opportunity and a desire for more

# Creating an Alliance takes sustained energy

- There is an opportunity to **increase the variety of who is inputting** to enable and increase **your capacity to adapt over time**, or you may become vulnerable to burnout and the ongoing flux in Fishermead
- This would take further co-ordination by a community organiser. An example of effort required:
  - 313 one-to-one meetings
  - 17 leaders attended one-day or twilight training sessions
  - 7 leaders attended Citizens UK's 3-day training
  - 47 leaders have taken part in one or more of 35 internal actions
  - 169 residents have taken part in 13 external actions(Grant impact form, June 2023)

Shared mental and physical input conserves energy for making change

# **The Community Organiser was instrumental in getting the project this far and would be instrumental in creating a permanent Alliance**

- There was a turnaround of people (which is to be expected) and the project still continued
- All leaders who were asked mentioned the positive impact of having a community organiser to guide them through the project
  - This was leaders who are currently involved and those who are no longer involved





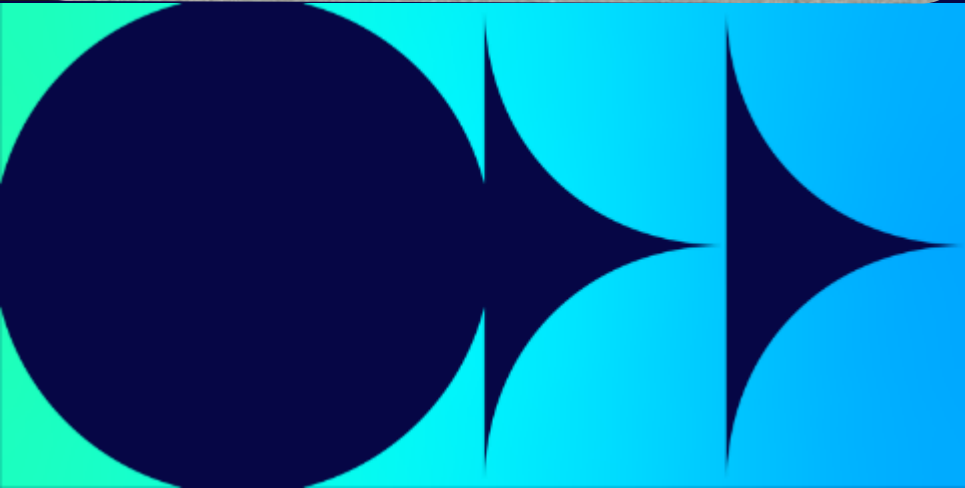
# **Learning generated**

## **2nd order evidencing**

### **3. Critical value (expressed as individual and collective value)**

The value generated for each individual and the emergent value generated through the relationships

Generating enhanced social and political awareness (political being about relations of power, rather than political doctrines)



# Actions and campaigns created significant social capital

## Actions and celebrations

‘The 50th Birthday celebrations will be what is remembered and this was the most successful event. This is because it involved the greatest number of people and a lot of them were from Fishermead’. (Ruth Legh Smith, Community Leader, 2023)



## Campaigns

‘We have succeeded in organising a campaign to reduce the speed limit on the estate to 20mph. These provided great learnings in terms of how to organise and promote a petition and engage with stakeholders in the local Council and Parish Council to gain support’ (David Hart, Community Leader, 2023)



# Value generated on a collective and individual basis

**Confidence, legitimized voice**

**Relationships and emergent relationships**

‘Everyone was checking in on each other’

(50<sup>th</sup> Celebration organiser, 2023)

‘We had conversations with so many people who came to the neighbourhood watch stand’

(Neighbourhood Watch, 2023)

**This was the strongest value in the project**





# Creating the conditions for people to empower themselves helped

- It supported people to step into their own personal and relational power

*'It is KEY that people learn about each others' culture. Some are scared to even say hello because they don't understand the other culture. The look away or cross the street.'*  
(Community Leader, 19/02/21)

- The celebration events created the conditions for the personal and relational capital to emerge



# Can people step into their own power and agency?

- Yes, they can when they have an **affinity** with what is happening
- When people weren't in agreement with the model, they stepped back
- When they stepped back, they handed over their power
- People liked the 50<sup>th</sup> celebration because it was mainly people from Fishermead



# Value generated on a collective and individual basis

## Individual

- Personal confidence and validation 'I put it on my LinkedIn' (Leader about the 50<sup>th</sup> celebration, 2023)
- Pride
- Listening to each other
- Supporting each other
- Comfortable with conversations
- Trusting
- 'Just do it' attitude coming through from the beginning of 2022
- Evidence of all of these as far back as Jan 22

## Collective

- Jan 22- there was an opportunity for greater reciprocation
- By 2023 emergent reciprocal relationships were evident – Church and school
- Emerging peer to peer support – was noted back in Jan 22 and commented upon again in the 50<sup>th</sup> celebration, 2023
- Community feeling – well established between those involved in Jan 22
- Very strong evidence of good social capital
- Shifting the narrative about Fishermead
- 'The 'mini alliance' that is forming is 'like a family' and the 'nucleus of the community'. (Community Leader, 2021)



# Importance of framing and language for shutting down or opening up systemic sensibilities

One Leader commented on the off-putting language used in a celebration event, 'get back to the people'

Language the evaluator observed – 'original inhabitants of Fishermead' (Fishermead celebration event, Nov 22)

Technical language, for example, talking about 'assets'

There is more value to be generated through experimenting with different framings and language

# Leaders have a good toolkit to help them move forwards

- As far back as October 2021 there was evidence to say that the training changed people's perspectives of leadership and this was heard repeatedly, from several leaders, across the course of the project

*'They are infecting others with the bug'* (Community Leader, Oct 21)

- The training supported leaders to consider differences in Fishermead

*'He had a 'just do it' attitude and really rallied people together to take action'*

(One Leader about another after they had undertaken training Jan 22)

# **This may take longer, but people are on board**

**'The time is right for the community to come together'  
(Institution Leader, 2023)**

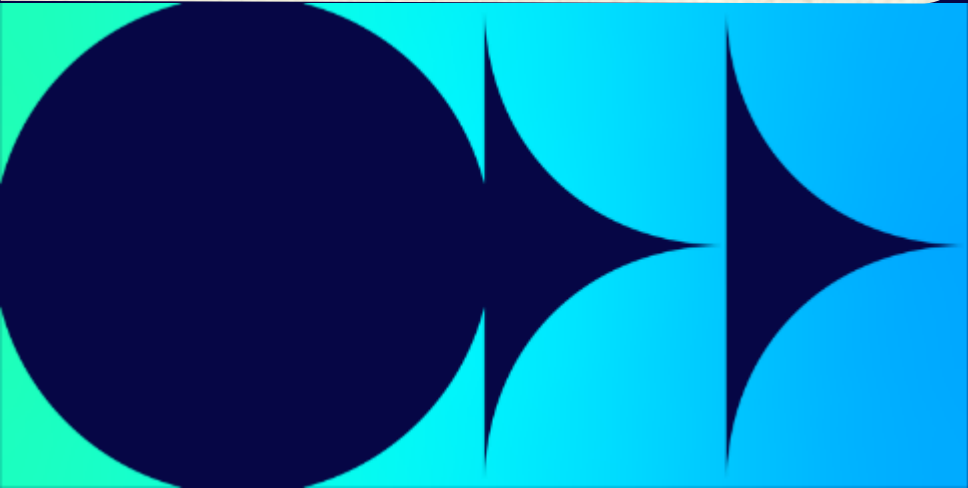
**'There is an appetite for this'  
(Institution Leader, 2023)**

**The 50<sup>th</sup> Carnival gave people confidence and a legitimate voice**

**The community may need time to consolidate their thoughts  
and feelings about the project and then explore what is next for  
Fishermead**



**Recommendations/  
considerations**



# For consideration

## Step back and consolidate

Leaders may require further mentoring and guidance as they **consolidate** and understand the value of their achievements to date

- There has not been enough consolidation time post 50<sup>th</sup> celebration
- Leaders might need support through a consolidation period

# For consideration

## Hold on to your community organiser

- Losing the community organiser at this point may cause confusion and panic
- There is a risk of losing the value generated to date and not being able to regain momentum
- No-one else is ready to step into the role yet

# For consideration

## Don't stop here!

Is there a model that is unique and specific to Fishermead, that builds on the enthusiasm and needs of the community that can be an interim measure until an Alliance is formed? Or will leaders now step into an Alliance?

- Explore local constraints and perspectives and the flux of events, to understand cultural feasibility more – what will make leaders form an affinity with the work and make an Alliance work?
- Any model must be able to withstand the flux and challenges at a hyperlocal level (the Citizens infrastructure provides this)
- Needs to be systemically desirable **and** culturally feasible
- Requires a sustainable funding model



# For consideration

**There is an opportunity to purposefully design your model (interim model and longer-term model) as a viable, learning system**

- How will your model enable learning over time?
- Continuous evaluation (done by leaders, in the form of critical reflection)
- Keep your systemic sensibilities open (i.e. keep learning) by considering ongoing external changes in events, people, ideas (factual judgements) in accord with ongoing changes in perspective (value judgements) amongst those involved with and affected by the emergent alliance
- How do you do a 'health check' on your project (considering there will be bias inbuilt)?

# For consideration

## Is there scope to build on your excellent leadership training?

- Leaders and those in Fishermead have had some difficulties in deciding on a model going forward
- Might any other training help them with this?

# For consideration

**There is an opportunity to increase the variety of who is inputting, particularly in relation to the different cultures of Fishermead**

- There is an opportunity to be more culturally responsive – the funder, steering group, leaders, evaluator – are mostly white
- There is also an opportunity to bring more cultural diversity into the evaluation and evaluation criteria
- Monopolise on the good relationships formed at the 50<sup>th</sup> celebration

# For consideration

## A harsh 'end' to the project might be harmful to value generation

- Do the leaders want/ need further mentorship and guidance to step into their own agency to an even greater degree?
- Do they want/ need additional support to explore and design a model of their own – if they go down this route?
- Are leaders comfortable with critically reflecting on themselves and the model (to develop a learning system)?
- There is an opportunity for a more gradual stepping back from 'doing' with the people in Fishermead to mentoring those in Fishermead to do more for themselves (rather than having a harsh end to the project)
- Risk of Fishermead residents feeling 'let down' again

# Evaluation – opportunities

- An opportunity for greater proximity to the project
  - Wider engagement
- An opportunity to develop further very close connections on the ground with deep cultural competence relevant to Fishermead.
- Opportunity for greater cultural input into the evaluation criteria, so that an affinity to the work can be created for the wider cultural groups
- Evaluation can negate a loss of critical reflection and loss of systemic sensibilities



# Q & A

# References

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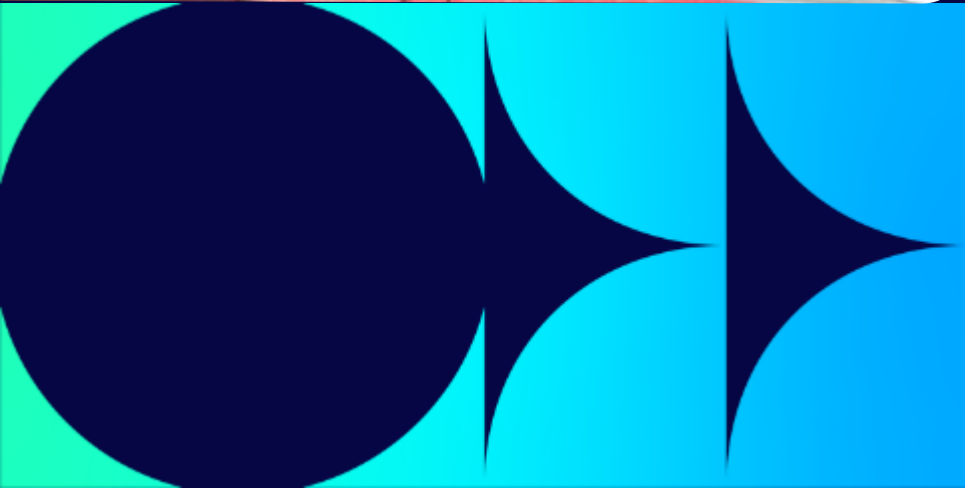
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## Appendix: evaluation criteria

Iteratively developed throughout the 3-year project



**Creating systemic change**

# Creating systemic change – evaluation criteria

**Efficacy – what is the overarching project supposed to do?**

- › What relationships have been formed with and between decision makers?
- › Have the annual meetings with the Chair and Clerk of CPPC and leaders of the political parties gone ahead? Who was in attendance? And what was the outcome/ action from the meeting?

# Creating systemic change – evaluation criteria

## Efficiency – how good is it at doing it?

- › Are leaders being made aware of social injustice issues across Fishermead?
- › Is the entanglement of different experiences being exposed and explored with decision makers?
- › Is there any evidence of diverse alliances, institutional and individual forming or having formed?

# Creating systemic change – evaluation criteria

## Effectiveness – what is changing as a result?

- Is there any evidence that suggests systemic change?
  - For example, has the project changed/ influenced change in any local policies or services?  
What has changed? How? Over what period of time? What/ who is being influenced and how?
- Is there any evidence of a shift in power to a local level?

# Developing community leaders



# Developing community leaders – evaluation criteria

## Efficacy – what is this project workstream supposed to do?

- Number of leaders identified and actively engaged in the project?
- How many members (active and inactive) does the FCA have?
- Are leaders actively sharing good news stories about the outputs of the project and what is the effect of this

# Developing community leaders – evaluation criteria

## Efficiency – how good is it at doing it?

### Training

- › What training has been undertaken, when and with whom?
- › What is the impact of the training?

### Mentoring

- › What mentoring has been undertaken, when and with whom?
- › Are FCA Leadership team meetings being held regularly? What are the attendance levels like and are actions being done?
- › How many 1:1 meetings have been held and when?

# Developing community leaders – evaluation criteria

**Efficiency – how good is it at doing it?**

## **Campaigns**

- › Has there been an effective listening campaign?
- › What action campaigns have been run and when? How many people were involved?
- › How many 1:1 meetings have been held and when?

## **Vision**

- › Are changes that are happening congruent with the vision of the project?

# Developing community leaders – evaluation criteria

## Effectiveness – What is changing as a result?

### The leaders

- Do the leaders feel confident?
- Are the leaders collaborating with each other?
- Are the leaders peer to peer supporting/ mentoring?
- Are leaders collaborating with others on the estate and bringing their voices into the project? (inc. are marginalised voices being heard?)
- Are leaders developing other leaders/ developing followers to be leaders

# Developing community leaders – evaluation criteria

## Effectiveness – What is changing as a result?

### Relationships

- › Is there a way of hearing voices from the community that don't come from the leaders that will inform about whether the project is working or failing for those across the estate who might not be actively involved in the project?
- › Are people taking action/ getting involved with initiatives?
- › Are leaders and others in the community reciprocating with each other?
- › Are relationships and collaborations growing?
- › Is co-production happening as an ongoing process – rather than a 'one off facilitated event' and are people co-creating together?
- › Are the different cultures starting to be inquisitive/ accepting/ understanding of each other?

# Developing community leaders – evaluation criteria

**Effectiveness – What is changing as a result?**

**Structure of the project**

- › Is the structure of the project enabling the development of effective leaders or creating barriers?
- › Are those involved in the project able to respond to the changing needs of the estate?



# Developing community leaders – evaluation criteria

## Effectiveness – What is changing as a result?

### Attitudes on the estate and about the estate

- › Are systemic sensibilities (awareness of interconnections) changing/ improving?
- › Is the language being used in relation to Fishermead changing? Both on and off the estate?
- › Are behaviours and attitudes on the estate and about the estate changing?
- › Is the estate feeling safer for people?
- › Are people becoming prouder of the estate?

# Developing community leaders – evaluation criteria

**Effectiveness – What is changing as a result?**

## **Unintended consequences**

- › Is the project causing any unintended consequences that are hindering the progression of developing effective leaders and citizens? How has that been reacted to/ dealt with?
- › Are there any areas of the project and/ or Fishermead that are suffering? Is this because they lack information about themselves?

**Strengthening civic  
institutions**

# Strengthening civic institutions – evaluation criteria

## Efficacy – what is this project workstream supposed to do?

- › Is there a diverse community of institutions involved in the FCA? What institutions are involved and are they actively involved? On an ad hoc or continuous basis?
- › Are the institutions taking action to make change together? What actions have been instigated and were they successful?
- › Are the institutions strengthening their understanding of how to continue their collaboration and taking action to enable continued collaboration (i.e. talking to Trustees etc about funding the Alliance)

# Strengthening civic institutions – evaluation criteria

## Efficiency – how good is it at doing it?

- How well do the institutions understand the interests of their individual members?
- How many one-to-one meetings have the institution leaders had with their members?
- Are the institutions engaging in Community Organising and considering the sustainability of the project?
- Are the institutions actively identifying opportunities where they believe their combined ‘power’ can help them to take/ encourage others to take action for Fishermead?
- Are the institutions and the wider community of Fishermead co-creating together?

# Strengthening civic institutions – evaluation criteria

## Effectiveness – What is changing as a result?

- Are the institutions feeling confident in their new collective power?
- Are the institutions peer to peer supporting/ mentoring each other?
- Is there any evidence of a shift of power to a local level?