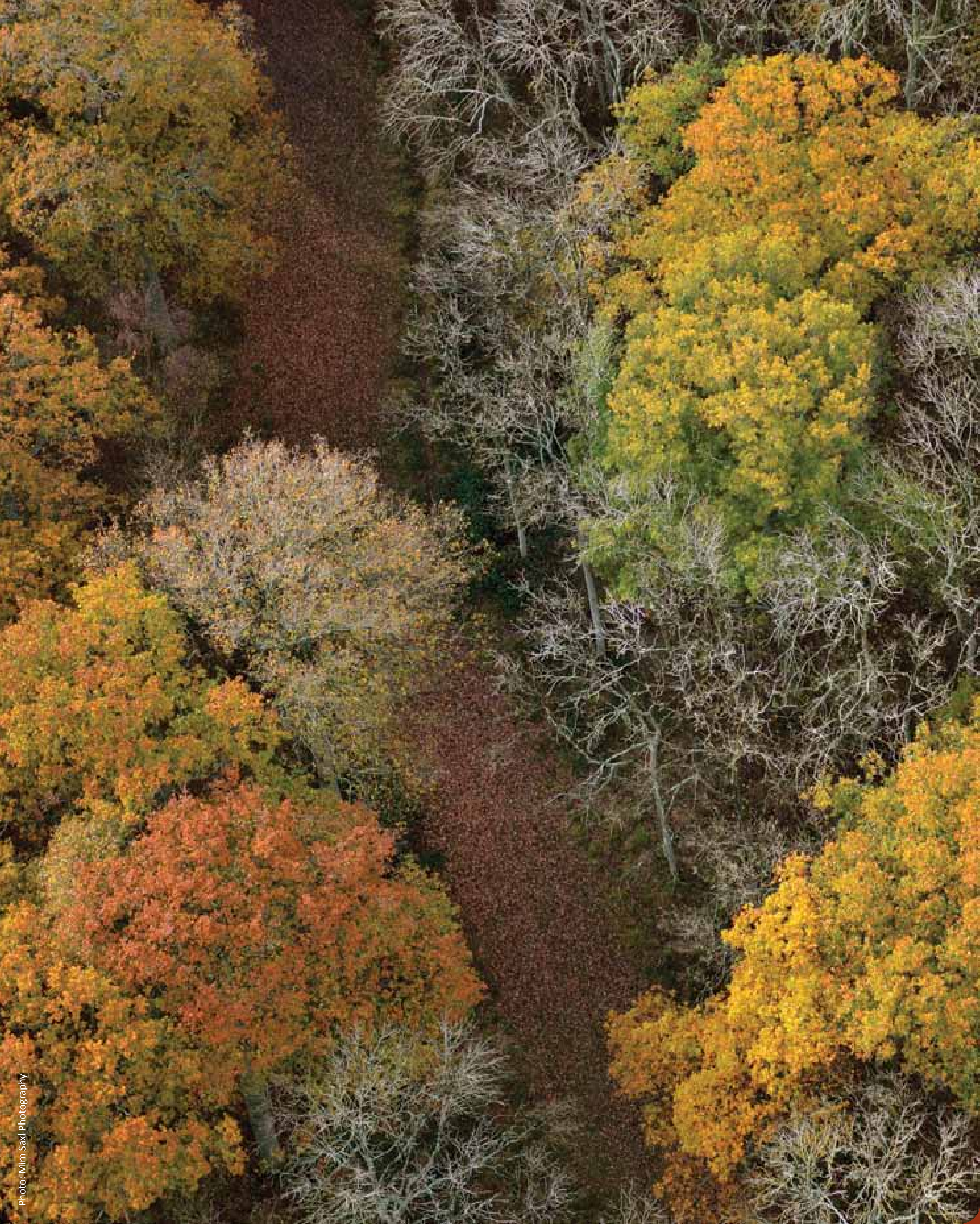


Photo: Wim Saxl Photography

A step by step guide to Monitoring and Evaluation

Credits

This resource was developed as part of the Project 'Monitoring and Evaluation for Sustainable Communities' (http://www.geog.ox.ac.uk/research/technologies/projects/monitoringandevaluation.html) funded by the Higher Education Innovation Fund at the University of Oxford, and builds on ongoing work undertaken as part of the ongoing research project 'EVALOC: Evaluating Low carbon communities' project (www.evaloc.org.uk/).

Version 1.0 Published January 2014.

Contents

A step by step guide to Monitoring and Evaluation
Introduction

This resource is designed to help groups working on community led approaches to climate change and energy conduct their own Monitoring and Evaluation (M&E). It aims to provide an accessible background to the principles of M&E, together with selected links to resources and approaches that may be useful for your group.

Background

These resources were trialled at two workshops that took place in June 2013, and were attended by representatives from 25 different community groups working on energy and climate change. The workshops built on interviews with 10 community groups; a wider **survey on M&E experiences and needs**; and the authors own experiences of M&E through research and practical experience with and in community groups.

The selection of resources below responds to an identified dearth of comparable evidence across low carbon/community energy movements. While the aim is to combine ease of use with the production of useful outcomes, the list of resources is by no means exhaustive, as resources and methods are constantly evolving.

Using the resources

The booklet is divided into sections. Section 1 gives an overview of the approach to M&E in use, which is based on a logic model approach. Section 2 is a template for your own M&E resources. As a pdf format, you can print this out, or type into it. You can also download the resource as a word document at: **http://www.geog.ox.ac.uk/research/technologies/projects/monitoringandevaluation.html**

Section 3 gives an overview of information collection methods, whilst section 4 provides links to a host of resources to support your M&E. Finally, section 5 contains some example questions and materials.

This material is a work in progress, as during 2014 there will be further trialling of a selection of M&E tools with community groups. You can read more about the project here:
http://www.geog.ox.ac.uk/research/technologies/projects/mesc/

Thanks are extended to the groups who were interviewed for this project, who participated in the workshops, and/or gave their feedback on the resources. Thanks also to the Transition Research Network, and their Connected Communities Arts and Humanities Research Network project for the initial collaborative impetus for this project. Finally, gratitude is extended to the Transition Network, and the Low Carbon Communities Network for partnering with the project.

Kersty Hobson, Ruth Mayne, Jo Hamilton
December 2013


Photo: Mim Saxl Photography

A step by step guide to Monitoring and Evaluation

Section 1: Explanatory notes

What is Monitoring and Evaluation (M&E)?

Monitoring is the collection and analysis of information about a project or programme, undertaken while the project/programme is ongoing.
Evaluation is the periodic, retrospective assessment of an organisation, project or programme that might be conducted internally or by external independent evaluators.

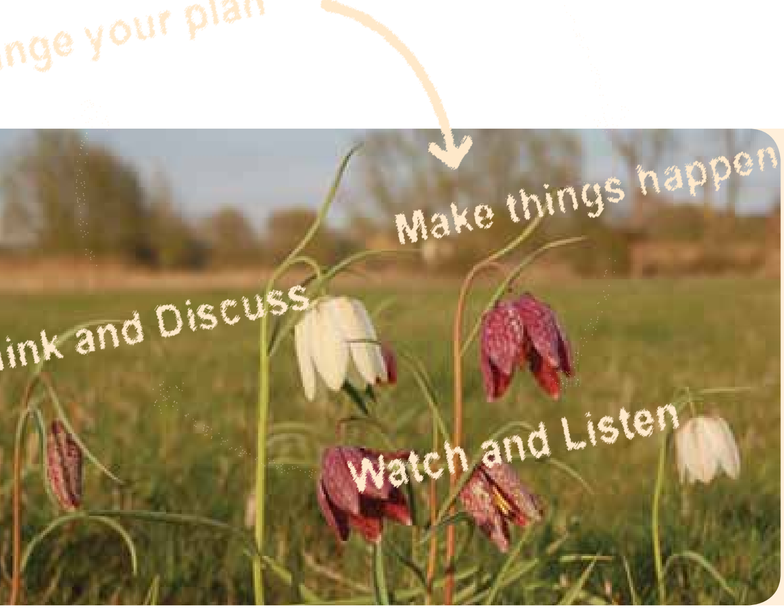
A broader way of thinking about M&E is **Action Research**

Action Research is a term for a variety of methodologies that at their core are cycles of planning, action and reflection. This is a useful approach when thinking about how to integrate your M&E into on-going plans and activities. There are many Action Research methodologies which could be used as part of your M&E. A good overview and resources can be found at the **Ashridge Centre for Action Research**[1] Particular methods that you may find useful are **Co-operative Inquiry**[2] and **Appreciative Inquiry**[3].

1. Why do M&E?

The first step is to be clear about why you want to do M&E and the benefits it can offer. Community volunteers and activists often want to make the world a better place, making them action-orientated and often under-resourced. Monitoring and evaluation can sometimes seem like an unaffordable luxury, an administrative burden, or an unwelcome instrument of external oversight. But if used well, M&E can become a powerful tool for social and political change.

1 http://www.ashridge.org.uk/Website/Content.nsf/wFARACAR/Ashridge+Centre+for+Action+Research?opendocument
2 http://www.human-inquiry.com/cishortg.htm
3 http://appreciativeinquiry.case.edu/intro/default.cfm



'We use the monitoring data from our household energy saving project to motivate other residents to take action. The information also helped us demonstrate the effectiveness of our approach to the local council which subsequently got funding and worked with us to set up a Community Hub to support other local communities to take action'

(**Low Carbon West Oxford**[4] volunteer)

Doing M&E can help you assess what difference you are making and can provide vital intelligence, for example to help you:

- **assess** and demonstrate your effectiveness in achieving your objectives and/or impacts on people's lives;
- **improve** internal learning and decision making about project design, how the group operates, and implementation i.e. about success factors, barriers, which approaches work/don't work etc;
- **empower** and motivate volunteers and supporters;
- **ensure accountability** to key stakeholders (e.g. your community, your members/supporters, the wider movement, funders, supporters);
- **influence** government policy;
- **share** learning with other communities and the wider movement;
- **contribute** to the evidence base about effectiveness and limits of community action.

2. Agreeing some guiding principles

It is useful to develop some guiding principles to ensure that your M&E is relevant, useful, timely, and credible. Some examples might include making sure the M&E and/or information you collect is:

- **focused and feasible** in relation to your available resources so that it supports rather than diverts resources from action (i.e. make sure you focus information collection on what you 'need to know', not on what would be 'nice to know');
- **useful and timely** information to improve group learning, group decision making, and project design;
- **useable** by, and/or comparable to, data collected by other stakeholders so it contributes to the wider evidence base;
- **credible, valid and reliable** to the extent possible within your available resources;
- **sensitive** to unequal power relations when you collect information (i.e. ensure that you listen to people who might be marginalised in the community or do not have a strong voice);
- **ethical** e.g. in relation to data consent and protection.

4 http://www.lowcarbonwestoxford.org.uk/

3. Deciding which programmes/projects you need to monitor

It is important to decide and prioritise the programmes or projects you will monitor as it is unlikely you will have the resources to monitor all your interventions at the same time. So you will need to think about which programmes or projects you want to assess; over what time period; and whether it is an on-going activity which requires monitoring or a completed activity which requires evaluation.

4. Deciding who to involve in the different stages of your M&E

To ensure M & E is relevant to your stakeholders it is important that you consider their information needs, as well as your own. You will therefore need to identify the key internal and external stakeholders, and decide how to involve them in the design, implementation, analysis and/or communication of findings.

Examples of people you might want to include are (a) people directly involved in your projects (b) stakeholders in your wider community (geographic or community of interest) such as specific groups of residents, specific networks, community groups, the wider movement, and/or (c) external stakeholders e.g. funders, local and national policy makers. It might also be possible to work in partnership University departments. For useful background information about working with University researchers, see the Transition Research Network[5] , and the Transition Research Primer[6].

5. Deciding the key issues and questions you will want to investigate

The next key step is to identify the issues and questions you wish to learn about, and hence monitor.

These often include:

Issues and questions internal to your group

- Organisational capacity/group processes – how well are you working together in relation to the following?:
  - needed resources (human, financial, technical)
  - leadership and vision
  - management (e.g. clarity about aims, objectives, roles & responsibility; adaptability)
  - cost effectiveness
  - sustainability (e.g. finance and/or volunteer burn out)

- Joint working – how well are you working with others, for example
  - in relation to partnerships, the wider movement, alliances, coalitions
  - disseminating or sharing good practice and techniques

5 http://www.transitionresearchnetwork.org/
6 http://www.transitionresearchnetwork.org/transition-research-primer.html

Issues and questions external to your group

- Relevance/acceptability - how relevant are your projects to different demographic sections of the community?
- Effectiveness - are you achieving your objectives (e.g. in relation to attitudes & values; behaviours; public support; community capacity/local resilience; the wider movement; improved policies & increased democratic space)? What internal or external factors are facilitating/constraining progress?
- Impact - what is your impact on people's lives (e.g. in relation to the ultimate changes in people's lives or environment as a result of our initiatives)?
- Contribution/attribution - what contribution have you made to outcomes and impacts (in relation to other factors/actors)?

You will need to decide whether or not to monitor or evaluate all of these questions or just some. This is likely to require balancing information needs with available resources.

6. Clarifying your aims, objectives, activities and pathways to change

Definitions

In order to assess progress you need to know what you are trying to achieve and how: that is, your aims, objectives and planned activities. As this is not a planning guide we cannot go into detail here about how to develop your strategy, but it is generally helpful to start by clarifying your aims and objectives (i.e. your desired impacts and outcomes) and then plan the activities that you (and other actors) will carry out to achieve them.

Table 1 – Key concepts & definitions in project design & strategy

Concept	Definition	Example
Aims (desired impacts)	The final impacts on peoples' lives or the environment that you wish to achieve	To reduce our individual and community carbon emissions & contribution to climate change; to contribute to a fairer, more prosperous and sustainable community; to improve well-being
Objectives (desired outcomes)	The changes you need to make so that you achieve your aims (desired impacts)	To increase personal agency; to encourage more sustainable living/behaviours; to increase community resilience/capacity to withstand external shocks; supportive and fair government policies
Outputs	The immediate and direct result of your activities that contribute to your objectives (desired outcomes)	To engage X participants in projects/ events/training from y and z demographic groups; to plant X trees, to facilitate swapping of Y items at a Bring & Take event
Activities	The programme & project activities and processes you undertake so that you achieve your desired outputs	Community engagement & awareness raising; action/learning groups on household energy use & lifestyles; community food, transport, waste reduction projects
Inputs	The key human, financial, technical, organisational and/or social resources that you need to undertake your activities	Volunteer capacity and availability; access to IT and other online resources; fund raised and available

Photo: Mike Grenville

Pathway to change

Although change can be complex it can be helpful to present your programme and strategy in the form of a change pathway, or an impact chain. This describes how your project activities will contribute to your desired outcomes (your objectives); which will in turn contribute to final impacts (your aims). A simplified impact chain looks like this:

Inputs → Activities → Outputs → Outcome → Impacts

In practice your impact chain is unlikely to be linear: there may be multiple outcomes and impacts and there may be interactions and feedback loops between different parts of the pathway. We have provided an illustrative example of an impact chain in Annex 1 and drawn out some of the implications of complex and unpredictable change for M&E in Annex 5.

Change Assumptions

A change pathway/ impact chain can be useful because it reveals the interrelationships between activities, outcomes and impacts and therefore also your change assumptions or theory about how you think change will be achieved. These assumptions are often implicit rather than explicit so you may not even be aware of them. If you haven't already done so it's worth taking time in your group to discuss them to see whether you are all in agreement, whether they seem plausible, and/or whether you might need to investigate them more. You could test them against existing theories of change, evidence and/or your practical experience or the experience of other groups. The more well-founded your change assumptions at the start the greater your impact is likely to be.
The box below provides a simple example of the impact chain and change assumptions underpinning a community awareness raising project:

Table 2 – Examples of change assumptions

Project design	Desired changes	Change assumptions
Aims: To reduce our individual & community's contribution to carbon emissions	Desired impacts: Reduced household & community energy use/ carbon emissions	
Objectives: To change people's behaviours	Desired Outcomes: More sustainable behaviours among residents	How outcomes will lead to impacts Our project design assumes that if people change their energy (related) behaviours this will reduce their carbon emissions
Planned activities Providing residents with information via leaflets and community events	Desired Interim Outcomes Increased 'residents awareness' about climate change	How activities will lead to desired outcomes Our project design assumes that: a) if people understand climate change they will change their behaviours; and b) the community group is a 'trusted' messenger that people will listen to

The above example assumes that raising awareness about climate change will change peoples' behaviours and hence reduce carbon emissions. In practice there are factors other than peoples' awareness that influence behaviour such as agency, capacity, resources, social norms, infrastructures, technologies, cultural norms and government policy. Therefore a project based solely on this change assumption runs the risk of not meeting desired outcomes. Conversely community groups are sometimes hugely ambitious and assume they have the capacity to achieve their objectives when in fact change generally requires action by a range of actors. Mapping out your change pathway and identifying your change assumptions can help you work out what contribution you can make and what contributions other actors need to make.

As well as helping you track outcomes and impacts, M&E can also help you test how well founded your change assumptions are, and whether you need to modify your project design. In the example above, you might decide to interview participants after an event or course, and ask them open questions about what factors they think might help and/or constrain them from changing their behaviours, as well as which sources of information they trust, such as organisations, websites and the media.

7. Identifying what information you need to collect

Generally you are likely to need information to:

- Track and assess what has changed (both intended and unintended);
- Understand the reasons for changes - i.e. what factors/organisations/individuals have facilitated/constrained change (including your contribution);
- Interpret the changes i.e. people's perceptions and experiences of change.

The information you collect might either be

- Quantitative information expressed in numerical terms as numbers and ratios for example. This information will allow you to answer 'what', 'how many' and 'when' questions.
- Qualitative information is expressed through descriptive prose and can address questions about 'why' and 'how', as well as perceptions, attitudes and beliefs.

The precise information you need will be determined by your choice of key issues and question (see Table 3 below).

Indicators

If you want to track intended changes resulting from your programmes or projects you will need to identify indicators. These are specific and concrete pieces of information that enable you to track the changes you are trying to achieve.

If, for example, if you have chosen to assess your *effectiveness* (i.e. the extent to which you are achieving your objectives) or *impacts* you will need to identify and track relevant '*outcome*' and '*impact indicators*'. An example of an outcome indicator might be changes in residents' energy related behaviours e.g. the number of residents cycling, using the train or car club. An example of an impact indicator might be changes to residents' fuel bills, household energy use and carbon emissions (see table 3 below).

You need to make sure that indicators are relevant, specific (and where possible measurable), and are timetabled to be gathered at key points in a project or programme[7]. Also importantly, indicators need to be accompanied by open ended questions (see below). Taken together this information should provide credible evidence of changes associated with your activities.


Photo: SEAD/Trapese

You may find it is not desirable or possible to monitor all your desired *outcomes* and *impact indicators* on a continual basis. Small projects or programmes may only have a limited influence over some outcomes or impacts compared to other factors; the outcomes or impacts might only occur in the longer term; and/or it can be difficult and expensive to try and assess them on your own. If you can afford to, you may want to conduct external evaluations or work with academics to conduct periodic in-depth evaluations. However, the ease or difficulty of tracking outcome or impact indicators will vary. You may be able to use modelled data or conversion factors to estimate impacts from outcomes e.g. to estimate the health benefits generated from loft insulation, or the carbon savings from eating less meat.

Tracking *activities and outputs* can give a useful indication of your capacity and reach and can also be used as valuable information for evaluations (see Annex 2 and 3 below). You might also use be able to use conversion factors or modelled data to estimate outcomes from some of your outputs. For example, you can work out the amount of carbon emissions saved from the numbers of trees planted or the health benefits from warmer homes. However, tracking outputs on their own does not tell you what difference you are making in relation to the achievement of your objectives (outcomes) or to people's lives (impacts).

Open questions

It is also important to try to capture *unintended changes, to understand the reasons for change, and to interpret the changes*. To do this you will also need to ask **open ended questions** including questions which explore why and how changes have happened and what they mean to people (also see Section 9 and Annex 5 below). This may yield both quantitative and qualitative data.
Ideally you should collect information about the situation before the project started (**baseline data**) so you can see what difference the project has made (see **"Section 4: Overview and resources" on page 37**). If it is not possible to collect baseline data before your project starts you can sometimes collect it retrospectively e.g. by asking people to compare the situation before and after but the data is likely to be more prone to error.

In the box overleaf we summarise some possible **indicators** relating to the key M&E questions identified above:

7 Some M & E guides recommend that objectives, and hence indicators, are SMART (Specific, Measurable, Attainable, Relevant and Time-tabled). However, making all objectives measurable and attainable can be unduly limiting e.g. some objectives may be aspirational or longer term: or may involve qualitative changes which cannot be easily quantified.

Table 3 Examples of Indicator themes

Note: these are example of possible indicator themes, rather than precise indicators, and are by no means a complete list. See Annex 3 for further examples.

Key issues/questions	Indicators: changes in (+ or -):
Issues/question internal to group(s)	
Organisational capacity/group processes	Access to resources (human, financial, technical); leadership, vision and understanding of change; management (e.g. clarity about aims, objectives, roles & responsibility; working principles; adaptability); cost effectiveness; sustainability (e.g. finance, and/or supportive framework for volunteers)
Cost effectiveness/efficiency	Ratio of cost (including volunteers' time) to outcomes (e.g. amount of energy efficiency measures installed/energy reduction achieved)
Joint or partnership working	Perceptions of value added from working together; early wins; shared vision, objectives, strategy & working principles; clear roles & responsibilities; trust; recognition of value of different contributions
Issues/questions about outputs, outcomes and impacts	
Relevance	Numbers, percentage and demographic mix of project participants; perceptions of participants and wider community about relevance of projects to their lives and needs
Effectiveness (interim outcomes and impacts)	
Hearts & minds	Individual and community attitudes/beliefs/values e.g. that climate change is/is not caused by human activity; or that increasing resilience/reducing CO2 is/is not the right thing to do
Individual agency/ empowerment	People's beliefs that they can take meaningful action and that change is possible (e.g. might include motivation, knowledge & skills, intention/commitment, capacity)
Behaviours/practices	More sustainable behaviours (e.g. closing windows, turning off lights when not in use, drying laundry naturally rather than tumble drying, using public transport rather than the car)
Community capacity/resilience	Community resources (human, technical, and financial); networks/ partnerships/collaborations; residents access to and consumption of locally grown food, clean energy, water and other resources; use of local currency or exchange schemes; number of local businesses/social enterprises/jobs (see Annex three for further examples)
Social capital	Increased interaction between individuals, groups and sectors in community, trust, pro-social & environmental norms
Support base/participation in activities/public support	Numbers of members/supporters participation in initiatives; motivations for participation/non-participation; trust in community organisation/movement
Participation in and/or influence over local and national decision making and policies	Involvement in public decision making (including access to info, meaningful consultation, responsiveness of decision makers to local people); involvement in petition/lobbying/campaigning of national government; changes in relevant policies (e.g. the terms of debate; getting issue on policy agenda; policy commitments to change)

Impacts	
Energy use & carbon emissions	Household & community energy use & carbon emissions
Social well-being	Health (e.g. relating to warmer homes, active lifestyles, healthier food and connection with other people)
Economic well being	*Household* - Financial savings on bills, wages, economic security new jobs; skills; access to resources/assets/markets; economic security *Community* – Assets, income stream, jobs created, skills/ training opportunities
Equity	Distribution of costs and benefits e.g. who benefits and who pays for changes
Contribution/ Attribution	Perceptions of a range of different stakeholders about the community groups' contribution to changes (or randomised control groups to track changes happening without intervention from projects or programmes)

NB. Tracking indicators on its own does not tell you what contributions you have made to any observed changes. To find this out you will need to ask additional questions (see section 9 below on contribution/attribution).

8. Deciding how you will collect the information

Internal monitoring

For each indicator you will need to work out how you will collect the information i.e. your information collection methods (see **"A step by step guide to Monitoring and Evaluation Section 3: Information collection methods" on page 33**). Generally it is preferable to collect data from a range of internal and external sources. Some useful information collection methods for internal monitoring include:

- Internal records to track project activities, processes and output indicators;
- Keeping records of relevant secondary information to track changes in outcomes and impacts and accompany internal records, such as policy changes, media coverage, relevant surveys/databases
- Periodic group workshops, discussions, focus groups (including group ratings/ranking exercises and/or other visual techniques such as time lines, mapping, diagrams; other diagnostic tools)
- Periodic surveys (e.g. to assess attitudes, event feedbacks and/or behaviour change)
- Use of automated household or community tools, modelled data or conversion ratios e.g. carbon calculators such as **DECoRuM**[8].

8 DECoRuM® is a GIS-based toolkit for carbon emission reduction planning with the capability to estimate current energy-related CO2 emissions from existing UK dwellings, aggregating them to a street, district, sub-urban, and city level.

Table 4 Example of indicators & information collection methods

Issue/question & indicators	Information collection method	Frequency (including base line)
	Relevance	
Numbers, percentage and demographic mix of project participants; perceptions of relevance by participants	Self-evaluation Participant questionnaire Community questionnaire	Annually Once at beginning of project Every 3 years
	Effectiveness	
Agency; perceptions of social norms; household energy behaviours	Participant questionnaire	At beginning & end of programme
	Impacts	
Household energy use	Meter readings	Monthly
Household carbon emissions	e.g. Quicksilver Calculator	At beginning of programme (for preceeding year) and at end of programme
Community Energy Use	Electricity Network operator if available	Annually
Community Carbon Emissions	e.g. DECoRuM mapping or other community scale carbon counting tools	Annually

Evaluations

You can either conduct your own evaluations or commission an independent external person to do it for you. External evaluations can be more useful as interviewees may be more likely to talk openly to them, however they can be expensive unless they are conducted by funded academic researchers (see the **Transition Research Network**, and the **Transition Research Primer**). External evaluators can use the information collected by the internal monitoring system but may also need to supplement this with other information collected from a range of internal and external stakeholders e.g. from group workshops, semi structured interviews and/or surveys.

9. Assessing your contribution/influence

Your M&E may show positive outcomes and impacts associated with your projects and programmes but this may be attributable to other factors or actors (individuals or organisations) rather than your programme or projects. Therefore an important part of M&E is assessing the influence or contribution your projects/activities have made to any observed outcomes or impacts.


Photo: Mike Grenville

Randomised controls

For some academics and policy makers, the only objective way to assess attribution is through surveys over a defined period of time, which compare changes in the communities taking part in the project to changes in communities who are not taking part in the project (either a randomised or purposively selected control group). Any differences in outcomes or impacts can then be argued to have been caused by the project. However, this requires resources beyond the reach of many community groups. Therefore, unless you are able to collaborate with academics (see the **Transition Research Network**[9] and the **Transition research marketplace**[10]) or others, this might not be possible. It can also raise some technical and ethical issues about the difficulty of finding control communities and/or withholding or denying support to control communities. Alternatively, you might be able to make some comparisons of your outcome and impact indicators with data from long-term local and/or national surveys/databases if you have used similar samples and indicators.

Retrospective assessments

One alternative to using longitudinal surveys and randomised controls is to select a random sample of people from both a 'project' and 'control' community and ask them to *retrospectively* rate or rank the influence or impact of a range of selected factors/organisations/individuals, including the project, on any observed outcomes or impacts. This will not provide an *objective* or statistically significant assessment of your contribution, and as the responses are subjective may involve biases. But, it will allow you to build an assessment based on the perceptions of a range of stakeholders.

Another alternative is to periodically (e.g. every few years) commission an independent evaluator/ facilitator to explore your contribution to observed outcomes and impacts, such as through focus groups, group workshops and/or interviews with a range of internal and external stakeholders (e.g. from organisation, community, local council, media, government etc). Again, this will not provide an objective assessment of your contribution but will allow the evaluator to build an assessment based on the perceptions of a range of stakeholders. Some of the questions you might want to ask include:

- What changes have there been in recent years on X issue?
- Who were the key actors driving/blocking these changes?
- What were the key contextual factors driving/blocking these changes?
- What contribution has Y organisation/project has made to these changes?
- How influential has Y been compared to others, and why?
- What value added do you think Y brought to the issue?

9 http://www.transitionresearchnetwork.org/
10 http://www.transitionresearchnetwork.org/the-transition-research-marketplace.html

Using attribution factors

Another way is to ascribe attribution factors to the observed outcomes and impacts. For example, the **Community Impact Modelling tool**[11] developed by CAG Oxfordshire ascribes an attribution factor of 100%, 50% and 0% to CO_2 savings from community waste reduction projects based on whether participants say that they took the action purely as a result of the project, they were going to take the action but the project helped, or they were going to take the action anyway.

10. Analysing and using the information

Information is only useful if it is analysed and put to good use. A key purpose of monitoring is to support internal decision making and planning, so you need to ensure you periodically analyse, assess, and actually use the information you collect.

Analysis

Some tips for analysing information include:

- **Qualitative information**
  Identify categories, themes & data (this is called 'coding')
  Interpret findings in relation to research question
  Watch out for unintended results & data that does not fit your expectations

- **Quantitative information**
  Calculate simple totals, averages, and percentages, and statistical tests (if appropriate)

- **General**
  Check credibility, validity and reliability
  Invite periodic external verification/evaluation

Using and Communicating the Data

When you have analysed the data you could hold periodic internal meetings and/or organise a specific evaluation workshop to share, discuss and interpret findings. You should use the data to answer your initial key questions. You might also draw out learning for other stakeholders.

11 http://www.cagoxfordshire.org.uk/impact-model

Internal learning

- What is working well and not so well, and why?
- What have we learnt about how to achieve change i.e. how plausible were our change assumptions?
- What changes do we need to make to our change strategy, understanding of change, and ways of working?

Learning for other stakeholders


Photo: Mike Grenville

- What are the lessons for other practitioners –e.g. other communities, local authorities, intermediary or support organisations?
- What are the lessons for national policy?

11. Communicating the data

Depending on the purpose of your M&E it may also be important to communicate the data to relevant stakeholders. This might involve:

- Deciding key audiences e.g. community group, community, donors, policy makers and the media
- Tailoring and packaging the data to key stakeholders/audiences
- Converting data into graphs, pie charts etc
- Drawing out key lessons for key stakeholders/audiences

The information could then be incorporated into Annual reports (see the links below for examples), or provide a useful background document to give people who want to know what your group does.

12. Ethics and Data Protection

It is very important that you gain informed consent from research respondents/participants, ensure their anonymity in the communication of research findings, and respect data protection laws.

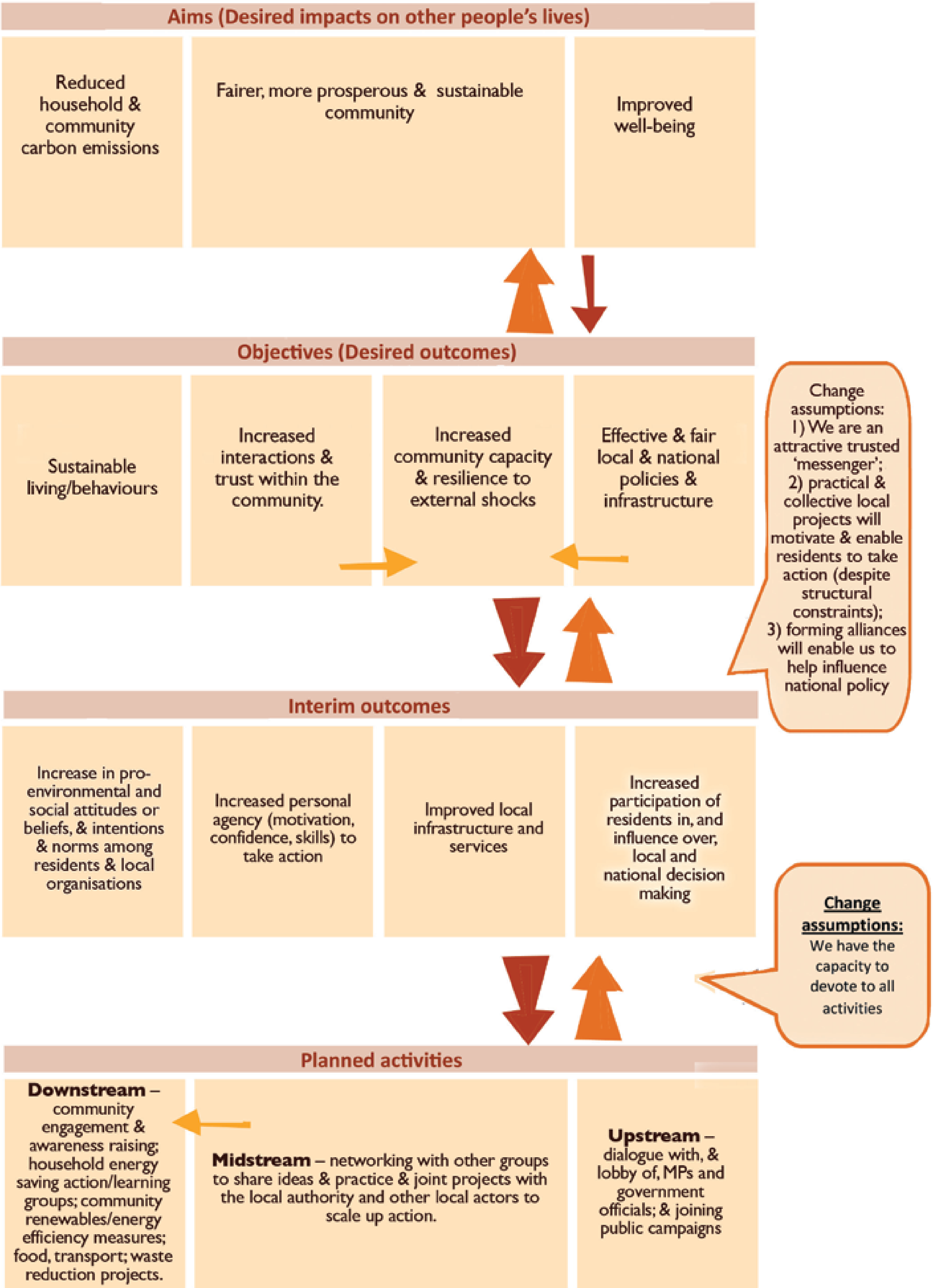
Sources

Adapted from Coe, J. and Mayne, R. (2008), *Is your campaign making a difference?* NCVO .
Transition Initiative workshop Measuring and Evaluating Resilience in Transition, Hamilton House, Stokes Croft, Bristol. May 21st 2012. **http://www.transitionresearchnetwork.org/connected-communities.html**
Lamb, B. (2011) *Campaigning for change: Learning from the United States.* Campaigning Effectiveness (London: NCVO), NCVO

Other reading/resources

Transition Research Network Primer. Available online from **http://www.transitionresearchnetwork.org/**
Resources mentioned, such as annual reports:
Low Carbon West Oxford: '*Low Carbon Living: Power to Make it possible*' report – available from **http://www.lowcarbonwestoxford.org.uk/index.php**
Bristol Green Doors. See their evaluation reports online here: **http://www.bristolgreendoors.org/learning**

Annex 1: Example of an ambitious and simplified change pathway/ impact chain for a community group.



Annex 2: Example of activity / output monitoring from Transition Town Totnes

At a glance – Our Executive Summary...

TOTNES

People visiting Totnes to find out about Transition have brought an estimated **£122,000** to the local economy • over **300** people have visited the town to undertake Transition Training • TTT raised the funding for the **74** solar panels on Totnes Civic Hall which will generate around **13,000kWh** (a **third** of its demand, leading to the Council saving over **£5,500**) • **186** hybrid nut trees have been planted throughout the town • over **4000** Local Food Guides (in 2 editions) have been distributed • our Garden Share scheme means that now **30** gardeners in **13** gardens are able to grow food, providing food to over **50** families • over **70** businesses now accept the Totnes Pound • organised over **140** public events • more than **1,000** students at King Edward VI Community College have now participated in our 'Transition Tales' programme • over **75%** of people in Totnes and Dartington are aware of TTT's work • more than **600** people attended 4 workshops on renewable energy • there are now **59** 'Transition Together' groups in and around the town, who will each reduce their carbon emissions by **1.2** tonnes, each saving **£601** per year • over **50%** of those households are low-income • 'Transition Tours', a structured tour designed for those who want to visit the town to learn about Transition has, so far, had a local impact of **£52,166** • The work of TTT has inspired an international network of **thousands** of Transition initiatives • TTT has formed partnerships with **25** other organisations • the creation of the Energy Descent Action Plan engaged over **800** local people, gave talks to **35** local organisations and held **27** public meetings • **50** people have learnt to garden through our basic gardening course • over **400** people attended 'Winterfest', a one-day celebration of the work of TTT • **3** annual 'Edible Garden Crawls' have been attended by over **500** people • the 2010 'Energy Fair' was attended by over **400** people • TTT's email newsletter is received by over **2,000** people • TTT's Garden Share scheme was the inspiration for **Hugh Fearnley-Wittingstall**'s national 'Landshare' campaign • Produced **10** short films about various TTT events, see http://tinyurl.com/3yh9ysu • 'Estates in Transition', a day conference co-organised with Dartington, brought **65** local landowners and managers together to explore the impacts of peak oil and climate change • **57.2%** of local people feel TTT's work is either 'highly relevant' or 'relevant' to their lives • the Heart and Soul group provides support to **15** people working in TTT so as to minimise incidents of burn-out • TTT's website has over **4,500** registered users • our annual Seedy Sunday events each attract at least **200** people • a recent grant of **£75,000** from Community Builders is supporting our efforts to bring the derelict Dairy Crest site back into community ownership • TTT has generated a great deal of media coverage, including BBC's **The One Show**, **Al Jazeera TV**, **'In Business'** on Radio 4, and pieces in most daily papers, as well as regularly attracting international media attention....

Annex 3: Examples of Resilience Indicators from Transition Town Totnes Energy Descent Action Plan

These indicators are extracted from the full **Totnes Energy Descent Action Plan**[12], which is 'a guide to reducing our dependence on fossil fuels and reducing our carbon footprint over the next 20 years' (i.e. up to around 2021).

Health and wellbeing

- Depression trends / rates
- Obesity rates in children & adults
- Frequency of visits to the doctor
- The proportion of babies exclusively breastfed for six months or more
- Acres of land used to cultivate medicinal herbs
- Average age of dying
- Number of hours spent walking
- Number of meals per capita eaten alone by over 65s

Food

- The percentage of the population with basic food production skills
- The percentage of the population who feel confident in cooking with fresh produce
- The percentage of food consumed locally which has been also grown locally
- The number of people who feel they have access to good advice, skills retraining in basic food production
- The percentage of land (agricultural & urban) under utilisation for food production
- Rates of obesity and chronic heart disease
- The average body mass index

Biodiversity

- Hectares of deciduous woodland managed for nature conservation
- Monitoring of Red Shanked Carder bumblebee population1.
- The total km of hedgerows.
- Number of mating pairs of otters (Operation Otter at Dartington / Devon Wildlife Trust).
- Numbers of Skylarks in the district.
- Monitoring of key bat species.
- % of households with bird tables and bat boxes.
- Cleanliness of main waterways in the area.
- Number of people actively involved in nature conservation.

Energy

- % of houses with insulation to Passivhaus standards
- % of energy produced from local renewable sources to meet local (estimated) demand
- % of buildings with solar hot water collectors
- Number of people who feel well informed about energy issues
- Number of people concerned about energy security/climate change
- Reaching the Government target of reducing carbon emissions by at least 20% by 2020 (80% by 2050)

Housing

- Percentage of houses that have been retrofitted to maximum possible standard.
- Number of second homes that have been let though the 'Homes for All' scheme.
- Number of houses with solar hot water panels installed.

12 http://totnesedap.org.uk/book/introduction/ and http://totnesedap.org.uk/search/resilience+indicators

- Number of builders that have undertaken the 'Construction in Transition' training course, which introduces them to a range of natural building materials and techniques.
- Heat emitted from buildings – as measured by an infrared scan from the sky.
- Trends in fuel poverty.
- Average amount of energy produced by buildings in Totnes and District.

Economy

- The percentage of economic leakage out of the community
- The percentage the local community spend on locally procured business, goods and services.
- Percentage of major employers in the community that are locally owned
- Niche markets (in which unique opportunities exist) have been identified in the community that take advantage of community strengths.
- The relative value by percentage of community owned major assets for the economic and social benefit of the community.
- The number of Totnes Pounds in circulation.
- Degree to which people perceive an openness to alternative forms of earning a living

Transport

- % of people who walk for 10 minutes at least daily
- % of children who cycle or walk to school
- % of people who cycle or walk to work
- No of people with access to a local bus
- Distance driven each year
- Overall split of journeys between walking, cycling, public transport and car

Waste

- Overall waste volumes.
- % of agricultural and sewerage waste to anaerobic digestion
- Reduction in packaging on goods

Inner Transition indicators

Personal well being

- In general I am satisfied with my life (Footnote: This is the question used in the **World Values Survey**[13] and in other international surveys measuring happiness, also used in Rob Hopkin's survey with 94% agreeing or agreeing strongly).
- Questions from the "Your recent feelings" section of the **Happy Planet Index**[14] could be used to assess personal well being
- I feel confident that in the future my needs and those of my loved ones will be met (Agree strongly to disagree strongly) [Similar to Rob's question "I am optimistic about the future of my community"]
- On the whole I feel safe in my community

Connections with other people, nature and spiritual life

- I feel included and welcome in my community
- I know most/all of my neighbours
- How often do you spend time outside in natural or green spaces?
- Do you consider yourself to be a spiritual person? [From Rob Hopkin's 2009 survey]

Availability of Support

- I can find support that is appropriate when I need it (from family, friends, community services or other organisations)

13 http://www.worldvaluessurvey.org/
14 http://www.happyplanetindex.org/

Annex 4: Headline indicators developed by Cheshire West and Chester Council (courtesy of Peter Bulmer)

Feedback about these indicators is very welcome, please email Peter.Bulmer@cheshirewestandchester.gov.uk
Further info:
http://www.claspinfo.org/sites/default/files/Climate%20Resilient%20Communities%20final%20project%20report.pdf

Thematic areas for resilience information/data to be collected:
Is your Community...

...being resource wise?

...cutting your consumption of resources and encouraging others to do the same?
...adopting high energy efficiency, water efficiency and resource efficiency?
...maximising the use of local, renewable energy?
...minimising waste and preventing pollution?

...reducing high carbon travel?

...using, promoting and planning for low carbon access/travel? E.g. walking & cycling, home-working, mobile services, ICT/video-conferencing, online facilities, local multi-service centres, demand-responsive public transport and alternative fuels

...taking a longer term approach?

...taking into account the needs of future generations including mitigating and adapting to climate change and preparing for 'peak oil'?
...ensuring the genuine sustainability and success of what you do by pursuing integrated, lasting 'win-win-win' outcomes for society, the economy and the environment?

...supporting thriving low carbon economies?

...boosting competitiveness, business markets and employment opportunities by supporting a low carbon approach to innovation, enterprise and economic development in ways which meet local workforce needs? E.g. local renewable energy, sustainable construction and renovation, environmental technologies and local/regional supply chains

...developing sustainability learning and skills?

...developing your own sustainability learning and skills?
...explaining and promoting the 'what', 'why' and 'how' of sustainability to others?
...supporting 'systemic thinking', professional skills and leadership for sustainable solutions?

...improving physical and mental well-being?

...supporting physical and mental well-being – including your own! – through healthy, balanced lifestyles; healthy homes and workplaces; clean, safe and green environments; and supportive and inclusive communities?

...improving equality in meeting basic needs?

...tackling inequalities (prioritising those who are most in need) in access to:
- decent, affordable, adaptable and sustainable housing?
- essential goods & services? - adequate income levels?
- safe and satisfying employment, learning, and leisure opportunities?

...using local and ethical goods & services?

...using locally and ethically sourced goods and services - and strengthening local/regional supply chains - to boost our local economies and support people in other parts of the world?

...enhancing local distinctiveness and diversity including biodiversity?

...protecting and enhancing our natural environment & biodiversity and culture & heritage and celebrating diversity and distinctiveness?

...helping everyone to join in public decision-making?

...supporting wider, more informed participation in public and community decision-making to foster citizenship and involve people in the solutions to local and global challenges?

Annex 5: Dealing with unpredictable and complex change

Although linear change pathways can help simplify our thinking, plan our actions and design M&E, change can come about in nonlinear, complex and unpredictable ways. Below we draw out some of the implications of complex and unpredictable change for project planning and M&E.

a. Seek out simplicity

There are often multiple factors/actors driving or constraining change so focus on those that 'makes a difference'. Hence the need for clear aims objectives and a robust and focused strategy based on a theory of change or change hypothesis. This needs to be balanced against willingness to learn and adapt strategies (see below).

b. Look for the patterns not just details

As well as asking external stakeholders about your contribution to observed change (see below) also ask them big picture questions which can help with your future planning – i.e. what are the key factors/actors driving/constraining change, what are the opportunities for change, how do they think change can best be achieved in the current context, what value added can your group/movement bring?

Similarly when you sit down to discuss your M & E data internally don't get lost in too much detail, rather make sure you use it to answer the big picture questions:

- What is working well and not so well, and why?
- What have we learnt about how to achieve the desired change i.e. how plausible were our change assumptions?
- What changes do we need to make to our change strategy, understanding of change, and ways of working?

c. Participation and delegation

Hierarchical structures are not well suited to turbulence and complexity as they hamper the capacity to respond to change through continual innovation and adaption. So ensure the participation of front line people in project planning and M&E, and delegate control where appropriate. This will help ensure information is relevant, timely and useful for the group or movement.

d. Contribution versus attribution

Change is often the result of many actors acting in different ways. So focus on learning what value-added your group/network brings to the issue rather than spending a long time trying to 'prove' attribution. In other words the key question is not so much 'can change be attributed to x organisation' as 'what contribution has organisation x made to change, and what added or complementary value did it bring'.

e. Learning and adaptation

In unpredictable contexts it is even more important to be able to scan the environment and anticipate and plan for new opportunities. Make sure you build in short term, as well as longer term, indicators of success so learning can happen quickly.

And finally use your M & E to also measure how good you are at learning and adapting to change i.e. how good is your intelligence and interpretation of intelligence?

Adapted from Coe, J. and Mayne, R. (2008), Is your campaign making a difference? NCVO .

A step by step guide to Monitoring and Evaluation
Section 2: Planning your Monitoring and Evaluation

This Section is designed to help you plan your Monitoring and Evaluation (M&E) as part of the resources from the Monitoring and Evaluation for Sustainable Communities project. You can find the accompanying resources and download this section as a Word document here: **http://www.geog.ox.ac.uk/research/technologies/projects/monitoringandevaluation.html**

Designing your M&E is an iterative process. Try filling in as much as you can to begin with, you may well find you need to return to and amend earlier steps.

Introduction – what is Monitoring & Evaluation (M&E)?

Monitoring is the internal collection and analysis of information about a project or programme.

Evaluation is the periodic retrospective assessment of a completed project or programme and is often conducted by external independent evaluators.

This guide focuses mainly on how to design an internal monitoring system, although the data collected should also be useful for end of project evaluations.

Explanatory notes and examples can be found in **Sections 1, 3, & 4**

1. Decide why you want to do M&E (benefits)

The purpose of our M&E is to:

2. Decide your guiding principles

The guiding principles of our M&E will be:

3. Decide which programmes/projects you want to assess

What programme/project?	**Monitoring and/or end-of-term evaluation**	**When?**

4. Decide who to involve in the different stages of your M&E

We will include the following stakeholders in our M&E framework:

	Internal stakeholders (e.g. volunteers, staff, members, supporters)	Wider community (e.g. residents, other local organisations, wider movement)	External stakeholders (e.g. local residents, University funders, government etc)
Design of key questions/ issues			
Design of detailed framework e.g. indicators and data collection methods			
Implementation e.g. who is collecting the data and how			
Analysis			
Communication of findings			

5. Decide the key issues and questions you need to investigate

We will focus our monitoring and evaluation on the following issues and questions:

Issue	Questions
Organisational capacity/group processes (how well are we working together in relation to e.g. needed resources, leadership, management, cost effectiveness, sustainability?).	
Joint working (how well are we working with others in relation to e.g. partnerships; movement building alliances, coalitions, political allies; disseminating learning?)	
Relevance (how relevant are our projects to different sections of our community?)	
Effectiveness (are we achieving our objectives?)	
Impact (what is our impact on people's lives and/or the environment?)	
Contribution (what contribution have we made to outcomes & impacts compared to other actors/factors?)	
Other	

6. Clarify your aims, objective and change pathway (impact chain)

Our aims, objectives, activities and change assumptions for the relevant programmes or projects are (and/or draw an impact chain diagram):

Aims/impacts (The desired impacts we want to have on people's lives or the environment e.g. improved well-being, fairer & more inclusive community, reduced carbon emissions).

Objectives/outcomes (The changes we need to make to achieve our aims/impacts e.g. increased personal agency; more sustainable behaviours; increased community capacity; supportive and fair government policies).

Activities (The programme/project activities we plan to undertake to achieve our objectives and aims e.g. community engagement/awareness; action/learning groups to reduce domestic energy use; community food, transport and waste reduction projects; joint working; policy influencing).

Our key assumptions about how we will achieve this change are:

7. Identify what information you need to collect

Indicators

Key issue/questions	Indicators (+ or -)
Organisational capacity/group process	
Joint working	
Relevance	
Effectiveness (outcomes)	
Impacts	
Contribution/ Attribution	
Other	

Open questions

We will include the following **open ended questions** to track e.g. unintended changes; understand 'why' and 'how' change happens (including our contribution and the plausibility of our change assumptions); and/or understand people's experiences of change.

8. Decide how you will collect your information

We will use the following information collection methods (see Section 3)

Issue/question/indicator	Information collection method	Frequency

9. Decide how you will assess your contribution/influence

We will assess our contribution to the observed changes in the following way:

10. Decide how to analyse and use the information

We will analyse the information in the following ways:

What	When	How and who

We will periodically discuss and assess the information internally:

Questions	When	Who
Internal learning - to assess & adapt project design & strategy		
External - to draw out lessons for other practitioners; influence policy etc		

11. Decide how to communicate the information

The key audiences we will communicate our findings to will be:
(e.g. community group , community, donors, policy makers)

We will tailor and present the information for different stakeholders and audiences through:
(e.g. using graphs, pie chart etc. where possible to simplify the data)

12. Ethics and Data Protection

We will gain informed consent from research respondents/participants in the following ways:

We will ensure the anonymity of research participants by:

We will respect data protection laws by ensuring that:

Sources:
Adapted from Coe, J. and Mayne, R. (2008) Is your campaign making a difference?, NCVO

A step by step guide to Monitoring and Evaluation
Section 3: Information collection methods

Internal records

What it is - using internal records to track project activities, processes and output indicators such as numbers and demography of project members, supporters, participants:

- Type of information – mainly quantitative
- Benefits – can be useful for tracking activities and outputs
- Limits – information about activities and outputs does not tell you what difference you are making

Examples:
See Section 4, and sample demographic monitoring forms on **Section 5**.

Tracking relevant secondary information

What it is - keeping records of relevant secondary information to track changes in outcomes and impacts and accompanying internal records e.g. policy changes, media coverage, relevant surveys/ data bases.

- Type of information- mainly quantitative
- Benefits – useful for providing evidence of external changes and comparisons e.g. of local indicators against national indicators. Useful if you do not have the resources to carry out your own interviews or surveys (see below).
- Limits – secondary sources may not provide completely relevant or comparable information about the precise issue, neighbourhood or people you are interested in. It also often needs to be supplemented by qualitative methods to assess your contribution to the observed outcomes i.e. by asking why and how change happened.

Group workshops/ focus groups

What it is - discussions with groups of internal and/or external stakeholders to explore perceptions and opinions about specific questions, issues or change and/or to get feedback on research findings. Might involve plenary or working group discussions, and/or using various visual, ranking/rating or diagrammatic exercises (see below). Whereas workshops can be any size and are often interactive, focus group tend to be smaller, focussed and more structured.

- Type of information – mainly qualitative but can collective quantitative data too (e.g. through group rankings or rating exercises)
- Benefits - can be a useful way of getting opinions from a range of people and generating in depth discussion.
- Limits - Requires skilled facilitators. Group power dynamics may prevent some people from speaking up, although breaking into small groups followed by plenary sessions when everyone comes together again can help. Participants may just say what they think interviewer/facilitator wants to hear. The answers may be difficult to analyse and aggregate, and cannot be used to generalise to the wider population. Also, quite difficult to do random sampling for focus groups so findings may not be generalisable. Transcribing discussions can take time.

Examples of tools for group workshops might include: semi structured or open ended questions; group ratings or rankings, visual techniques, time lines, mappings, diagrams (see end for examples).

Examples: see Section 4.

Short survey

What it is – a written questionnaire with identical questions defined before interviewing begins. Given to all informants to track changes in outcome indicators, impact indicators and/or assess attitudes, knowledge, behaviours intentions, etc.   Most surveys involve a list of closed questions with a choice of possible responses, ranking and/or ratings. However, open ended questions can also be asked. Informants are chosen in advance as representative (or purposive) samples of the wider population[1]. A survey could be used at the end of a community event or a course, or at the start and end of a project, to assess changes in attitudes/intentions/behaviours/energy use etc. It could also be used with members of the wider community or external stakeholders to find out their perceptions of the project.

Type of information – mainly quantitative but some qualitative information is possible.

- Benefits– Most suited for answering what/how many/when/who questions, but can also ask why/how questions. It can provide a reliable and credible source of quantitative information, and can be influential with decision makers and funders
- Limits– Less effective in exploring why/how questions than group workshops or semi-structured interviews. No possibility of altering the questions on the basis of new information. Questionnaires look simple but can actually be difficult to design and analyse properly. For examples of questions, search the Survey Question Bank (**http://surveynet.ac.uk/sqb/**). If people cannot read or write someone has to go through the questionnaire with them, which increases time spent and reduces the numbers reached.

Examples: See Section 5 (LCWO household survey) and Section 4.4 (events and surveys).

Automated tools/models/conversion ratios

What it is - a method to estimate outcomes and impacts, such as household or community energy use, carbon emissions, health benefits using modelled data and/or conversion ratio. This may involve an online survey which people can fill in individually (e.g. Imeasure); an excel programme which a project worker helps people fill in (Quicksilver); a community modelling tool where an academic or expert collects relevant data and enters it into the model (e.g. Decorum); or project workers applying conversion ratios to their observed outputs, and outcomes.

Type of information – quantitative

- Benefits– Provides credible quantitative evidence of outcomes and impacts which can be influential with decision makers and funders
- Limits– Requires people to find and enter electricity, gas and/or travel data, which can be difficult and time consuming.

Examples: See **Section 4** (Imeasure, Quicksilver, Decorum, CAG Community Impact Model).

1 Large surveys can be interpreted using statistical analysis, including regression analysis to inform correlations and/or causal links between project activities, outcomes, and impacts. They are generally validated by probability criteria (ie the likelihood that the patterns observed arose by chance. A survey can be done at individual, household or organisation level. When the survey is repeated periodically over time it is called a longitudinal study. When a longitudinal survey samples a cross-section of people/organisations/households over time, this is called a panel survey. When it samples a group which share a common characteristic over time it is known as a cohort study

Semi Structured Interviews

What it is – partially structured interviews with individuals often conducted face to face (although it can be done over the phone) to explore perceptions and experiences of changes and/or explanations of change. Core questions are identified before the interview but can be modified, or new questions introduced, during the interview. New informants may be identified during the course of the interviews (snowballing). Data is analysed by comparing what different informants say about specific themes or questions. Findings are validated by comparing it with information from different sources.
Benefits – Useful for answering ‘Why/how’ questions, and exploring people’s perceptions/attitudes. Can address ‘what’ questions if rankings/ratings introduced but more limited than quantitative surveys
Limits - Participants may just say what they think interviewer wants to hear. The answers may be difficult to analyse and aggregate, and cannot be used to generalise to the wider population.

Examples: see Section 5.

A Step-by-Step Guide to Monitoring and Evaluation

Section 4: Overview and resources

The process of Monitoring and Evaluation (M&E) can be multi- purpose. The trick is to select the tools you need, combine them, and know how to use them when necessary.

This guide brings together a selection of tools and resources that community groups working on climate change, energy and local resilience have found useful, together with links and reflections. Whilst we have selected resources that are most pertinent for M&E, they can be used for other purposes. The selection is by no means exhaustive, so suggestions and additions are most welcome.

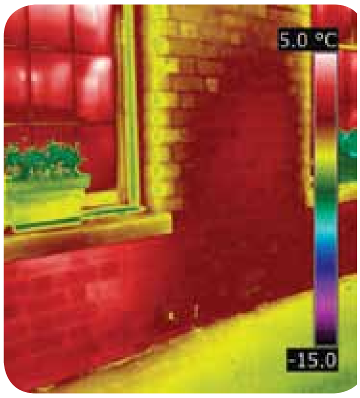
1. The best of what's around

There are many places online where resources for community groups are available and you'll find a number of M&E resources amongst them. Table 1 shows a selection of them.

Table 1: Resources for community groups

Name	Description	URL/source
The Source, Centre for Sustainable Energy	Gathered selection of top links, toolkits and resources for community energy projects, including their PlanLoCal resources.	http://www.cse.org.uk/thesource/browse/using-less-energy-11/tools-and-calculators-16
Low Carbon Hub Resource Library	Collection of tools for community energy projects.	http://www.lowcarbonhub.org/resources/resource-library
Community Energy Online (DECC)	Overview of guides and links for community energy projects. Contains evaluation reports, but little on conducting M&E.	https://www.gov.uk/community-energy#community-energy-toolkits
CSE: PlanLoCal	A suite of resources which support communities and groups planning for low carbon living.	http://www.planlocal.org.uk

2. Start where you are:



Surveying the concerns of your community is useful in many ways. It can be used as an outreach and engagement tool, encouraging the involvement of the wider community. It can help you understand local attitudes towards climate change, energy, peak oil, resilience and other ideas in the community. It can help steer and frame your group's approach, and provide useful evidence to help you measure your impact.

2.1 Small Scale

Table 2.1: Examples of surveys at a village and town scale

Name	Description	URL/source
Sustainable Wallingford	This group surveyed community attitudes towards climate and energy. This generated ideas that the group could use in their ongoing work. They were also involved in the **Greening Campaign**[1], which uses pledges to encourage householders, and can generate data about the carbon saving if the pledges are carried out.	http://www.sustainablewallingford.org/projects/greening-campaign/
Sustainable Blewbury / Blewbury Energy Initiative	This group conducted a householder survey of housing types and the carbon footprint of their village. Along with a thermal imaging study, this was used as a baseline to assess the impact of their work on household energy, and to provide information to householders about their current energy consumption.	www.blewbury.co.uk/energy/BEI.htm
Transition Town Totnes	Ongoing research using a survey to feed useful information into their Energy Descent Action Plan.	See The Transition Companion section on Measurement (Hopkins, 2011:109).

2.2 Medium Scale

In-depth assessments which give an overview of the existing and potential capacities and needs of an area can be powerful tools which bring together diverse actors, and can provide insight into appropriate activities and projects. They also give a baseline against which to measure larger scale changes.

Table 2.2: Examples of medium scale assessment

Name	Description	URL/source
Community Resilience Mapping	'Transition Hereford created the 'Mappa Sustainability', modelled on the thirteenth century Mappa Mundi. People were invited to attach stickers showing what they are doing, what else is happening where they live, and their visions.'	http://www.transitionnetwork.org/tools/connecting/meaningful-maps
Energy Resilience Assessment (ERA)	ERA is a tool developed by Transition Training and Consulting (TT&C). It can help show that, in a time of rising volatile energy prices, a business that relies on fossil fuels is highly vulnerable – and this is particularly the case with liquid fossil fuels.	http://www.transitionnetwork.org/tools/connecting/energy-resilience-assessment

2.3 Larger scale

Note: these more in-depth projects are best attempted as part of a wider partnership which can generate wider ownership of the project, and the momentum and capacity to put the ideas into action.

Table 2.3: Examples of in-depth baseline research

Name	Description	URL/source
REconomy Local Economic Blueprint	Three reports which estimated the potential value of key sectors of the local economy in Totnes: Renewable Energy, Food and Retrofit.	http://www.transitiontowntotnes.org/groups/reconomybusinessnetwork/economic-blueprint
Foodprinting Oxford: how to feed a city	Report which explores what we eat and where it comes from, how much land, water and energy is required in its production, and what greenhouse gas emissions are involved.	http://www.oxfordmartin.ox.ac.uk/publications/view/1004
Oxfordshire Capacity Study	Study which examines the potential of renewable energy sources in Oxfordshire.	http://www.lowcarbonhub.org/wp-content/uploads/2012/06/Oxfordshire-Capacity-Study.pdf
PlanLoCaL	PlanLoCaL is a suite of resources which aims to support communities and groups 'planning for low carbon living'.	http://www.planlocal.org.uk

3. Community and household footprinting

Resources that assess the carbon footprint of householders and the wider community can be valuable engagement and communication tools, providing feedback to participants. Some can be used online and form the basis of a conversation which will provide the householder with a detailed breakdown of their footprint, together with tips and ideas for reducing it. If you use them at the beginning and end of a project, and record the actions taken, they become powerful M&E tools. Most of the tools aggregate results, and give results at a project, neighbourhood or community scale.

Table 3: Community and household footprinting tools

Name	Scale	Description	URL/Source
Quicksilver carbon calculator	Household and community energy	The Quicksilver calculator provides a detailed breakdown of an individual's carbon emissions from home energy, lifestyle and travel. It can be used at an individual or community level.	http://www.lowcarbonhub.org/resource/supporting-greener-living
Act on CO_2	Household	Online carbon calculator for individual households, links to tips etc.	http://carboncalculator.direct.gov.uk/index.html
Community Carbon Calculator - Ashton Hayes going carbon neutral and University of Chester	Household and community	University of Chester developed a community carbon calculator and conduct ongoing research with **Ashton Hayes Going Carbon Neutral**.	http://www.goingcarbonneutral.co.uk/community-carbon-calculator-un
Fuel poverty calculator	Household and community scale	This Excel-based tool can be used to determine whether an individual household is in fuel poverty according to both the old and new definitions.	http://www.cse.org.uk/news/view/1757
CSE's Housing Assessment Tool	Household and community	This Excel tool enables community groups to analyse data about their local housing stock and produce energy saving reports for householders.	http://www.cse.org.uk/resources/toolkits
Imeasure Home Energy and Carbon Monitoring Calculator	Household and community energy (gas, electricity, oil)	All you have to do is record your gas, electricity and oil meter readings. iMeasure uses local weather data to accurately assess energy efficiency and saving potential year-on-year. The household level is free to use. Community groups or organisations working with households on energy saving can manage a group of households and access members' energy data (anonymised or fully shared depending on the permission given by the householder) for a small fee.	http://www.imeasure.org.uk
EST Community Carbon Footprint Tool	Household and community	This tool measures carbon emissions from your home, appliances and travel, gives recommended carbon saving actions, and update profiles to show savings. With 10% or more of the community participating it can aggregate data to assess community carbon footprint.	http://www.greencommunitiescc.org.uk/Default.aspx
Transport Direct	Individual transport journeys	Website allows you to enter journey times, and compare carbon emissions for journeys within the UK.	http://www.transportdirect.info/Web2/JourneyPlanning/JourneyEmissionsCompare.aspx?&repeatingloop=Y
DECoRuM	Community	DECoRuM is a GIS-based bottom–up model for counting, costing and reducing energy-related CO2 emissions from UK dwellings.	http://www.brookes.ac.uk/business-and-employers/new-technologies/decorum%C2%AE


Photo: Mim Saxl Photography

4. Events and surveys

Many groups run events, so it is useful to gather feedback, and find out what impact they had on participants or visitors. Table 4 brings together a range of resources to help you do this.

Table 4: Resources for monitoring events

Name	Description	URL/source
CAG Community Impact Model	This model quantifies the impact of community action - from waste diverted and carbon emissions reduced to cost savings for local authorities and individual consumers. Can be used at events and activities to build up a cumulative account of impact.	http://www.cagoxfordshire.org.uk/data-portal
Open Eco Homes Events	**Green Open Homes** have a range of feedback forms for these events.	http://www.greenopenhomes.net/support-for-organisers/monitoring-and-evaluation
M&E Handout #5	Examples of survey questions and monitoring forms that have been used at community events and interviews.	See Section 5 or http://www.geog.ox.ac.uk/research/technologies/projects/monitoringandevaluation_handout5.pdf

5. Group processes

Tools for assessing your group's activities whether you're achieving your goals, and what may be missing.

Table 5: Tools for group processes

Name	Description	URL/source
'Dognostic' Diagnostic Tool, Transition Network	Tool to support reflecting and learning about the strengths and weaknesses of a Transition Initiative.	http://www.transitionnetwork.org/stories/ann-owen/2012-09/thrive-whats-it-all-about Email Transition Training for copies: http://www.transitionnetwork.org/training
Open-Ended Sentences, Appreciative Inquiry	Questions to use in pairs, to encourage a range of feedback.	See 8.1 and 8.2 below
Effective Groups Resource	A whole host of resources for groups to help them in being effective and brilliant.	http://www.transitionnetwork.org/training
Timeline	Template used by EVALOC when reviewing the group's activities.	See section 8.3 below, and http://www.lowcarbonhub.org/advice/2012/10/09/evaluating-learning-the-next-steps
Roles Mapping	A tool used by EVALOC to assess what roles you and other partner organisations are performing within the community, and identify gaps.	http://www.lowcarbonhub.org/advice/2012/10/09/evaluating-learning-the-next-steps
Transition Towns Totnes reflection	For an inspirational look at celebrating the actions of a project, and reflection on 'how are we doing?' look at Transition Town Totnes' five year anniversary celebrations.	http://transitionculture.org/2011/09/06/happy-birthday-ttt-tools-for-stopping-to-ask-how-are-we-doing/
Activist skills – the novice – ninja line	Exercise for assessing the skills and knowledge in the room. This exercise could be adapted to many other situations, and be used for large and small groups / meetings.	http://www.youtube.com/watch?v=pbqJ9sZxDrg

6. Other online sources of evaluation materials and approaches

There are many sources of approaches and background information about monitoring and evaluation, which are listed below.

Table 6: Online sources of evaluation materials and approaches

Name	Description	URL/source
Community 'how to' tools	A selection of online resources which could help make your online/computer-based data collection more efficient. These include 'storify', creating quick surveys for tablet computers.	http://www.communityhowto.com/tools/measure-outcomes-impact
Communities Living Sustainably Resources	A learning hub and network of resources for the Communities Living Sustainably projects.	http://www.communitieslivingsustainably.org.uk
Scottish Climate Challenge Fund	There are many resources referred to on this site, both on- and offline	http://www.evaluationsupportscotland.org.uk
Monitoring and Evaluation: a guide for community projects	Short and accessible M&E guide.	http://www.cph.org.uk/wp-content/uploads/2013/02/Monitoring-and-evaluation-a-guide-for-community-projects.pdf
Prove It Toolkit	A broad overview and some useful tools for project appraisals. Covers the same ground as the M&E guide above.	http://www.proveit.org.uk/project_reflection.html
Evaluation Toolbox	Good online research resources, focused around community sustainability engagement. Some of the examples are very Australian-focused.	www.evaluationtoolbox.net.au
Is Your Campaign Making a Difference? (Book)	Coe, J. and Mayne, R., Is your campaign making a difference? NCVO, 2008.	http://www.ncvo.org.uk/component/redshop/themes/5-campaigning/P53-is-your-campaign-making-a-difference
Insightshare Participatory Video	Participatory Video can make Monitoring and Evaluation (M&E) engaging, compelling and fun. It is perfect for community groups, NGOs and other bodies seeking an authentic and participatory means of learning from their projects and interventions.	http://www.insightshare.org/browse/category/monitoring-evaluation also book available online from: http://www.insightshare.org/pv/pv-nutshell

7. Designing survey questions

This table contains descriptions and links to resources for designing questions, and finding out where else similar questions have been asked.

Table 7: Resources to support surveys

Name	Description	URL/source
Survey Question Bank, and UK Data service	If you are planning a survey and would like to see what type of questions have been asked previously, this is a great resource. Search using keywords, and you'll find a list of survey questions, plus the survey they originated from. This may be useful if you would like to compare your results to larger surveys.	http://surveynet.ac.uk/sqb/ and http://ukdataservice.ac.uk
Low Carbon Communities Challenge Household surveys	The GfkNOP evaluation report for Totnes' 'Transition Streets' Low Carbon Communities Challenge Programme contains a list of their questions, which are really useful.	http://www.transitiontogether.org.uk/wp-content/uploads/2012/07/LCCCBaselineResearchMiniReport%E2%80%93Totnes.pdf
http://www.socialresearchmethods.net/kb/index.php Social Research Methods Knowledge Base	The Knowledge Base is a useful online resource for all kinds of social research methods, containing useful info on survey research, including designing questions.	http://www.socialresearchmethods.net/kb/index.php and for surveys: http://www.socialresearchmethods.net/kb/survey.php
Survey Monkey	If you are using Survey Monkey for online surveys, do look at their tips.	http://help.surveymonkey.com/articles/en_US/kb/Writing-Survey-Questions-Tips-for-effective-and-relevant-questions

8. Group evaluation tools

Many different tools can be used as part of group evaluations. Some are more suitable for pairs or small groups, while others are more visual and are therefore useful to prompt discussion, questions and reflection.

8.1 Open-ended sentences

Open-ended sentences are a great way to get people talking and listening in pairs. Ideally done as a group of open ended sentences, allow around 5 minutes for each sentence, so 15 minutes for a group of three.

Write some partial sentences up on a flipchart. In pairs ask one person to read out the sentence, then continue, talking about whatever is uppermost in their mind. The second person just listens, until 2 minutes is up, then they swap roles, with the second person starting the sentence and the first person listening. Some example sentences which focus on group reflection and evaluation could be:

'The most rewarding part of my involvement in this group has been....'
'The aspects of the group I find challenging are ....'
'The activity that would most sustain me over the next year would be...'

You can also ask participants to reflect on what they found satisfying. To get a flavour of the types of things people have most enjoyed, you could ask for people to feed back a few of their reflections, and ask for a show of hands if this resonates with others in the room. (Source: adapted from Macy and Young Brown (1998) 'Coming Back to Life' (iii).

8.2 Appreciative Inquiry - questions useful for reflection

Reflecting on events and participation is about learning what contributed to successes and failures. 'Appreciative Inquiry' (or AI) is a method of action research that focuses on asking open and energising questions, as well as on the assets of a project and what motivates participants. By doing so, it can help to motivate participants and organisers to do more of what is working well. It is important to look at what has not gone according to plan, but to do it in a non-judgemental way. It is not about blame, it is about learning how to do things more effectively.

For more information see this **overview** on **AI**. Here are some illuminating **AI** questions which can give you a flavour of the approach
(source: **www.design.umn.edu/about/intranet/documents/AppreciativeInquiry-Asking Powerful Questions.pdf**):

- What would it take to create change on this issue?
- What could happen that would enable you/us to feel fully engaged and energised about the issue/our situation?
- What's possible here and who cares? (rather than "What's wrong here and who's responsible?")
- What needs our immediate attention going forward?
- How can we support each other in taking the next steps? What unique contribution can we each make?
- What seed might we plant together today that could make the most difference to the future of (the project)?

With any luck, by enabling people to come together to share their successes and reflect on all that has been achieved, what starts as a monitoring and evaluation process can become a time of celebration and a renewing of energies and enthusiasm for the tasks ahead.

9. Visual tools for discussion

The tools below have been recently used in focus group activities as part of the EVALOC research project (**www.evaloc.org.uk**).

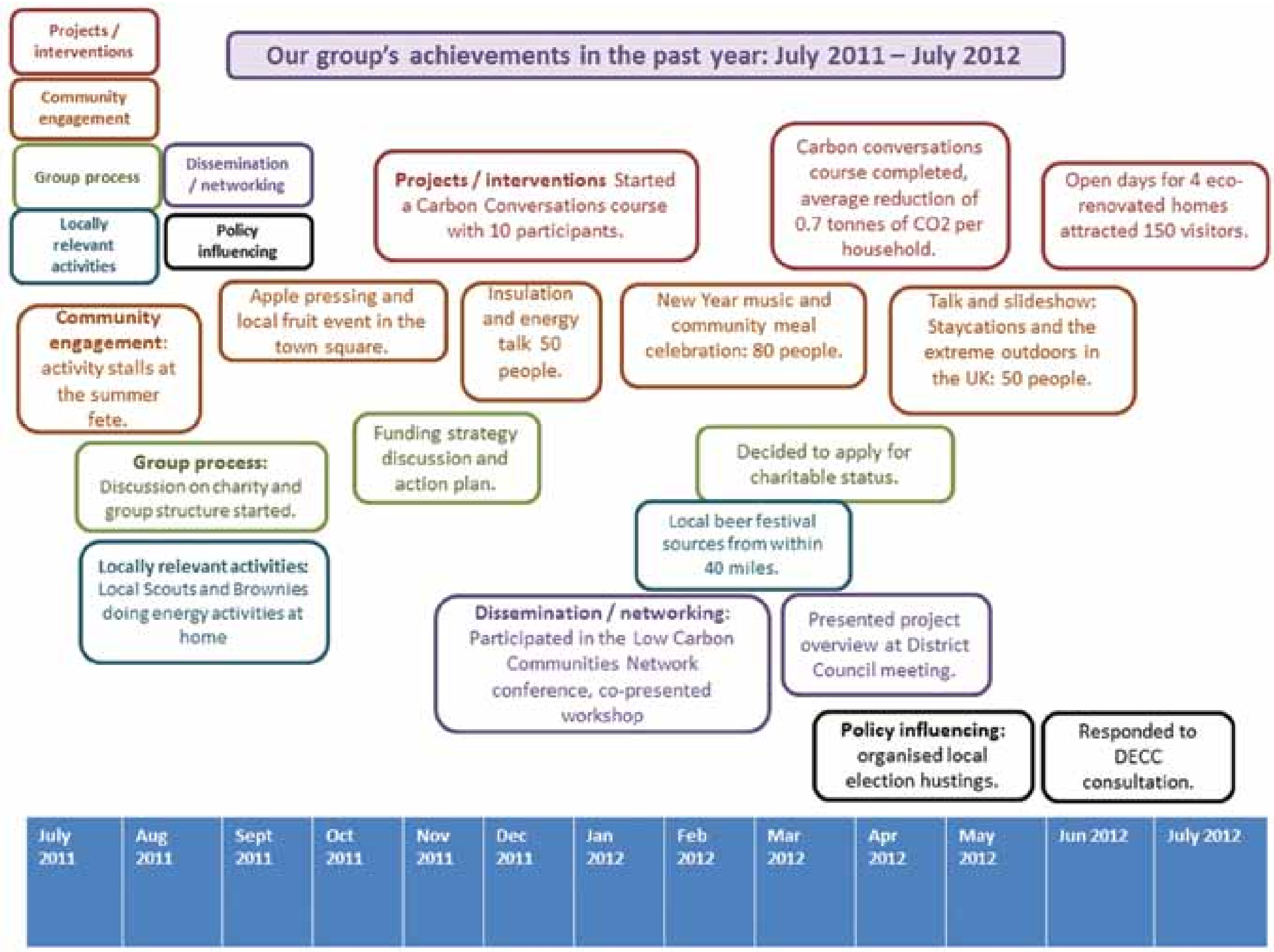
9.1 Project timeline

Timelines are a simple structure for listing your group's events over the past year. The following categories can be useful, but feel free to add others.

- Overall projects / interventions (red)
- Community engagement (orange)
- Group Process (e.g. members of staff leaving, funding proposals submitted) (green)
- Locally relevant activities (blue)
- Dissemination / networking / policy influencing (purple)

Beforehand, ask one of your group to list all your events, activities and other work over the year in preparation for discussion. Sometimes just looking at the timeline can be enough for group members to realise how much they've achieved.

Set aside 10 – 15 minutes to look over the timeline as a group, reflect on the activities, and annotate with Post-its. Some questions which might be helpful in promoting discussion are: What were the highlights? What required a lot of effort? What didn't work so well? What was energising and fun? What produced effective outcomes? What led to something new? What's missing?



If you had a list of goals and aims from earlier in the year, you could reflect on these, see what you have achieved, what's been hard, and probe for the reasons. It's not about blame, it is about learning how you work, your collective capacities and limits. The role of saving energy and carbon doesn't, and shouldn't, rest on the shoulders of your group alone! When reflecting on what you have, and haven't, achieved, it might help to see who else could have helped you, by asking 'who could have helped here and what role could they have played?'. This can be invaluable for forward planning.

10. Roles mapping

In the EVALOC research project (www.evaloc.org.uk), we've explored the role of community groups and other local organisations in reducing local energy use, in relation to other organisations such as Local Authorities. We developed this simple tool to aid discussion and reflection.

Method: Present a chart with 10 segments about the roles of your group. In this case the focus was the role of community groups in changing energy-related behaviours, but you can choose what to populate the segments with.

- Community engagement e.g. getting people involved in community and climate change initiatives
- Empowering individuals and groups e.g. providing them with the means and confidence to take action (as well as the knowledge)
- Developing innovatory approaches to reducing local energy use e.g. providing them with the knowledge, confidence and means to take action
- Changing energy-related behaviours e.g. getting people to recycle more, drive less etc.

- Encouraging the adoption of, and/ or delivering low carbon/energy-efficient technologies
- Addressing fuel poverty - e.g. helping people access grants to arrange installation of energy efficiency improvements
- Generating community /socio-economic benefit e.g. community ties/spirit, financial savings, jobs etc.
- Dissemination to other groups [external] e.g. sharing knowledge/ experience with other groups
- Influencing policy [external] e.g. local council and/or national government
- Innovation – e.g. providing them with the knowledge, confidence and means to take action
- One blank segment

11. Discussion/questions

(a): Do they agree with these roles? Are there any other roles/functions not mentioned? If so, add them to the chart in the blank spaces or tweak the existing ones.

(b): Sticker time. Give each participant a maximum of:

- 10 orange stickers which represent community roles, and
- 10 green stickers which represent the roles of another organisation (it could be the local council), and, if necessary,
- 10 yellow stickers which represent the roles of other agencies
  Ask them to stick them on the icons where they think the relevant organisation has carried out this role well to date.

(c): Reflection and discussion. Reflect on where the stickers are. Pick examples of roles/functions where the community group (and/or other organisations) thinks they are doing well (i.e. those with most stickers) and not so well (with least stickers), and reflect on the reasons, i.e. why and how is this role carried out well/not so well?

References:

i) http://www.greeningcampaign.co.uk

ii) Hopkins, R. (2011), The Transition Companion, Green Books, 2011.

iii) Macy, J., and Young Brown, M. (1998) 'Coming Back to Life' ,New Society Publishers, Gabriola Island. Also see http://www.joannamacy.net/theworkthatreconnects/newpractices.html

A Step-by-Step Guide to Monitoring and Evaluation
Section 5: Useful questions for interviews and surveys

This is a compilation of example questions that may be useful for your group. It is in three sections:
1. Example questions about household energy from the EVALOC research project
2. Example of an end of project survey question set from Low Carbon West Oxford
3. Sample demographic monitoring form from Low Carbon West Oxford

1. Example questions about household energy from the EVALOC research project

Included below are some example questions taken from a home energy survey used as part of the EVALOC research project. The ones indicated with an asterisk (*) are from the Evaluation reports for projects who received funding as part of the Low Carbon Community Challenge . If you are conducting more in depth housing surveys, it is advisable to use a tool that can calculate the estimated energy savings. For suggestions of tools see Section 4.

Topic	Example questions
Retrospective questions about home energy improvements	• Have you installed any home energy improvements since you have moved into your home? (Yes / No) • If Yes, what home energy improvements have you installed? (refer to list below) • Why did you have them installed? • Who or what prompted you to install them? • Has the installation of the energy saving improvements in your home influenced your behaviour in terms of energy use? In what ways? A checklist could include: Insulation (loft, cavity wall, solid wall), heating controls, energy efficient lighting, solar photovoltaics / solar hot water, wood fuel heating, energy efficient appliances, other.

1 http://www.evaloc.org.uk/
2 http://www.transitiontogether.org.uk/wp-content/uploads/2012/07/LCCCBaselineResearchMiniReport%E2%80%93Totnes.pdf

Attitude	How concerned, if at all, are you:	Very concerned	Fairly converned	No opinion	Not very converned	Not at all concerned
	i) About global warming/ climate change?					
	ii) That energy supplies will be interrupted or run out in the future?					
	iii) About rising energy prices and fuel bills?					

Feelings	Please write one word which best describes how you feel about climate change:
Individual agency	To what extent do you agree with the following statement: “I feel capable of reducing energy use in my home” Answer choices (either as tick box for survey, or flashcard if asking in person) • Strongly agree • Tend to agree • Neither agree nor disagree • Tend to disagree • Strongly disagree

Energy behaviours	How often do youdo the following things?	Always	Very often	Quite often	Occasionally	Never	Don’t know	N/A
	i) Leave your TV or PC on standby for long periods of time							
	ii) Switch off lights when you are not in the room							
	iii) Close windows before turning on or up the heating							
	iv) Put more clothes on if you are feeling a bit cold, before putting the heating on							
	v) Boil the kettle with more water than you are going to use							
	vi) Spend less time in the shower, and/ or use less hot water for baths							
	vii) Wash clothes at 30 degrees or lower							
	viii) Hang clothes out to dry rather than tumble drying							
	ix) Leave a mobile phone charger switched on at the socket when not in use							
	Follow up: what are your reasons for this?							

Community norms	* To what extent do you agree or disagree with the following statement? 'in my area trying to reduce your energy use (or carbon footprint) is the 'normal' thing to do' Answer choices (either as tick box for survey, or flashcard if asking in person) • Strongly agree • Tend to agree • Neither agree nor disagree • Tend to disagree • Strongly disagree …and what are your reasons for this?
Influence of LCC group on energy behaviours:	Overall how important would you say [_ Group_] advice and/or support has been in helping reduce your home energy use? Answer choices (either as tick box for survey, or flashcard if asking in person) • Not at all • A little • A lot • It was crucial/I wouldn't have done it otherwise
Wider changes	Other than the changes in your home energy use mentioned previously, have you experienced any other changes as a result of your involvement in [_Group_]… i)...In your home, such as: - Other energy related changes, i.e. changes to your awareness about energy use or your knowledge/skills about how to save energy? - Financial changes i.e. to bills, value of house? - Quality of life changes i.e. changes to temperature/comfort, health, family and relations? ii)…In your community, such as: - Sense of belonging to the community? - Number and types of relationships in the community? - Participation in community organisations? - Ability or capacity to make changes in your community?

Relevance and accessibility of community group	How strongly do you agree/ disagree with the following statements about [__Group__]:	Strongly agree	Tend to agree	Neither agree nor disagree	Tend to disagree	Strongly disagree
	i) the group is helping people like me to reduce their energy consumption					
	ii) the group is helping people like me reduce their bills					
	iii) the group is encouraging the wider community to reduce energy consumption					
	iv) the group is accessible to me					
	v) the group is relevant to me					
	vi) the group is increasing the sense of community locally					
	vii) the group is bringing jobs to the neighbourhood					
	viii) the group is bringing benefits to the community					
	Explain…in what ways? …what benefits?					
Evaluation questions asked at events	**These questions can be incorporated into a feedback form.** What was the most useful thing you learnt through your participation in this event? Has this event affected your motivation to save energy? Yes / No / Unsure at the moment Has this event affected your ability to save energy? Yes / No / Unsure at the moment As a result of coming to this event, do you intend to make any changes to your lifestyle to reduce your energy use? Yes / No / Unsure at the moment					

2. Example of an end of project survey question set from Low Carbon West Oxford

This was for participants in their 'Low Carbon Living Programme', a community based initiative encouraging people to take practical action to reduce their carbon footprints. You can find the details here: **http://www.lowcarbonhub.org/low-carbon-living-programme**

Section 1: Personal details

1) What is your name? (Optional)……………………………………………………………….

2) What type of house do you live in (please tick the appropriate column)

Owner/occupier		**Private rented**	
Council rented		**Housing association**	

3) Who lives in your house?

(Please circle the correct number for each)

Adult men	1 / 2 / 3 / 4
Adult women	1 / 2 / 3 / 4
Preschool Children	1 / 2 / 3 / 4
Children at primary school	1 / 2 / 3 / 4
Pupils at secondary school	1 / 2 / 3 / 4

Section 2: Your household energy use

Please make sure you have completed the last column of your carbon cutting pledge sheet and then answer the questions below.

4/ What percentage of your 'year one' carbon cutting pledges have you achieved over the last year?

5/ What were the most important factors that enabled you achieve your carbon cutting pledges over the last year? (Please list in order of importance.)

6/ How important were the following elements of the Low Carbon Living programme in enabling you to achieve your pledges over the last year? (Please put a tick in the appropriate column for each factor).

	Not important				Very important
	1	2	3	4	5
Measuring my annual carbon footprint					
Taking my monthly meter readings					
Using the eco eye energy display					
Receiving the information sheets					
Participating in the carbon busting session					
Receiving advice from local experts					
Learning from the practical experiences of other households					
Having access to the LCWO small grant					
Receiving information about other energy saving grants					
Making my pledges/goals					
Other (please specify)					

7) What were the most important barriers to you achieving your carbon cutting pledges over the last year? (Please list in order of importance)

8) How much did the following things get in the way of you achieving your carbon cutting pledges? (Please put a tick in the appropriate column for each factor).

	Not at all		Partly		A lot
	1	**2**	**3**	**4**	**5**
Lack of time					
Cost/Money					
Feeling overwhelmed					
Scepticism (will it make a difference?)					
Lack of information					
Conflicting information					
Other more pressing priorities					
Lack of practical or technical support					
Lack of support from family					
Scepticism from friends or neighbours					
Change of circumstance					
Change of priorities					
Other (please specify)					

9) How satisfied have you been with your involvement with the Low Carbon Living Programme to date? (Please circle a number)

Not at all		Partly		Very
1	2	3	4	5

10) Do you have any suggestions for how we could improve the low carbon living programme in the future?

A little bit more about you

11) How far do you agree or disagree with the following statements

Strongly agree............Strongly disagree

	1	**2**	**3**	**4**	**5**
achieving my carbon cutting pledges was less difficult than I thought					
achieving my carbon cutting pledges saved me money					
being part of the Low Carbon Living Programme has made me more confident that I can reduce my carbon footprint					
being part of the Low Carbon Living Programme has made me more convinced that we can reduce our communities carbon footprint					
being part of the Low Carbon Living Programme has enabled me to get to know more people in my community					
being part of the Low Carbon Living Programme has increased my understanding of climate change					
being part of the Low Carbon Living Programme has helped increase my understanding of climate change					
being part of the Low Carbon Living Programme has increased my commitment to tackling climate change					

12) Have you done any of the following in the last 3 months?

Have you done any of the following lately?	**Please tick all that apply**
Written/talked to your MP about any issue	
Written/talked to a local politician about any issue	
Attended a meeting about any political issue	
Signed a petition	
Done voluntary work	
Helped out in other local community activities	
Helped out at local school	
Talked to friends about Low Carbon West Oxford	
Talked to neighbours about Low Carbon West Oxford	
Bought fair trade	
Bought organic	

13) Who took most responsibility in your household for reducing energy consumption over the last year? (Please state their relationship to you, gender and age).

14) Do you see your participation the Low Carbon Living household programme as part of a long term commitment to reduce your energy consumption i.e. that will extend beyond this year?

Yes/No (Please circle)

15) Would you be willing to help recruit other households to participate in the Low Carbon Living Programme?

Section 3: What do you think?

16) How important is climate change as an issue facing Britain today? (Please circle a number).

Relatively unimportant		One of several important issues		The most important issue
1	**2**	**3**	**4**	**5**

17) Where do you get information about climate change, and how far do you trust the source?

Sources of information	Tick all that apply	How much do you trust information from this source? (Please put a tick in the appropriate column for each factor) Not at all / Partly / Completely				
		1	**2**	**3**	**4**	**5**
Don't get information						
Work						
TV						
Radio						
Friends						
Neighbours						
Newspapers						
Books						
Internet/ websites						
LCWO						
Local council						
Government						
Energy Saving Trust						
Other (please state)						

Thank you for taking the time to complete our questionnaire

3. Sample demographic monitoring form

This is a form used by Low Carbon West Oxford for their Low Carbon Living programme.

Low Carbon Living Programme monitoring form
It is our aim to be inclusive and ensure that everyone in the community has a chance to participate in, shape and benefit from our activities if they want. We also want to learn how to make energy savings in a range of different household types. To help us to monitor the spread of demographic groups and household types in the Low Carbon Living programme please could you supply the following optional information. If you choose to provide information it will be kept separately from the information on your carbon emissions. It will be treated in the strictest confidence in accordance with the principles of the Data Protection Act 1998 for obtaining and processing "sensitive" personal data and will not be used for other purposes, passed on to any other party, or published on an individual basis.

What gender are you?			
Female		Transgender	
Male		Prefer not to say	
What age house do you live in?			
Pre-18th Century		Victorian	
Edwardian		Pre-war 20th Century	
1950s-70s		1980s-1990s	
20th Century		Prefer not to say	
What type of house do you live in?			
Owner/occupier		Private rented	
Council rented		Housing Association	
		Prefer not to say	

To what age gtroup do you belong?															
16-19		20-29		30-39		40-49		50-59		60-64		65+		Prefer not to say	

Are you			
Married/couple		Married/couple with children	
Single		Single with children	
		Prefer not to say	
Disability monitoring information – do you consider yourself to have a disability?			
No		Prefer not to say	
Yes			

3 The definition of a disability according to the Disability Discrimination Act 1995 (DDA), is ''A physical or mental impairment which has substantial and long term adverse effect on his or her ability to carry out normal day-to-day activities''. (Long term in this definition is taken to mean more than 12 months.) This definition also includes long term illness such as cancer, HIV and mental health. The form then provides examples of disabilities.

Ethnic monitoring information			
Ethnic background is not necessarily the same as nationality or country of birth. Please tick which is closest to how you see yourself, or write a more specific group if you wish.			
Asian or Asian British:			
Bangladeshi		Indian	
Pakistani		Any other Asian background	
Chinese		Please specify if you wish	
Black or Black British			
African		Caribbean	
Other Black/African/ Caribbean background		Please secify if you wish	
Mixed/Multiple ethnic groups			
White and Asian		White and Black African	
White and Black Caribbean		Any other mixed/ Multiple Ethnic background (please specify if you wish)	
White			
English/ Welsh/ Scottish/ Northern Irish/ British		Irish	
Any other white background (please specify if you wish)			
Other Ethnic groups			
Any other ethnic group (please specify if you wish)		Prefer not to say	

Religion/Belief monitoring information - Please tick a box from the list below							
Aetheist/ none		Buddhist		Christian		Hindu	
Jewish		Muslim		Sikh		Prefer not to say	
Other (please specify if you wish)							

Please return this form to your group co-ordinator. You may wish to return in an unmarked envelope if you wish your data to be entirely anonymous.

Environmental Change Institute

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