

**Young Farmer Business Program**

**Monitoring, evaluation, reporting and improvement framework**

**Prepared for NSW Department of Primary Industries**

27 September 2018

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Document review and authorisation

|  |  |  |  |
| --- | --- | --- | --- |
| Version | Date distributed | Issued to | Comments |
| Draft Strawman | 19-07-2018 | Evaluation team | Incomplete; developed for Planning Workshop |
| High level first draft | 7-08-2018 | Adele Henry | Incomplete; focus on ToC and KEQs |
| Substantial draft | 03-09-2018 | Adele Henry | Incomplete; omitting tools |
| Final draft | 27-09-2018 | Adele Henry | Finalised M&E framework for review and approval |

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| Last Saved | 27/09/2018 3:42 PM |
| Clear Horizon Reference No. | CH18-073 |

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Acronyms

|  |  |
| --- | --- |
| YFBP | Young Farmer Business Program |
| The Program | Young Farmer Business Program |
| DPI | Department of Primary Industries |
| MERI | Monitoring, evaluation, reporting and improvement |
| MERI framework | The monitoring, evaluation, reporting and improvement framework (this document) |
| YF&F | Young farmers and fishers |
| ToC | Theory of change |
| KEQs | Key evaluation questions |
| M&E | Monitoring and evaluation |

Glossary of key stakeholders

|  |  |  |
| --- | --- | --- |
| Group | People | Role |
| **Project team** | * Liane Corocher, A.Manager Business and Social Resilience Programs * Adele Henry, A/Manager Young Farmers Business Program * Alex Hicks, Program Coordinator * Emma Remond, Administration Assistant | Young Farmer Business Program team (Department of Primary Industries) who design and implement the Program. |
| **Evaluation team** | * Jill Campbell, Principal Consultant * Jenny Riley, Principal Consultant * Ed Hawkes, Consultant * Edgar Daly, Consultant * Nikki Bartlett, Consultant | Responsible for supporting ongoing learning about, and design of, the Young Farmer Business Program as well as the production of reporting outputs as agreed in section 4.5. |
| **Advisory Committee** | * David Ward, Agronomist, Central West * Sam Nicholson, Dairy Farmer, Taree * Allison Mudford, Mixed Farming, Cassilis * Camilla Kenny, Vice President ASC Next Gen * Megan Davies, Chair, Future Farmers Network * Aly Bunton, Policy Officer, NSW Farmers * Tim Carroll, Chair, NSW Young Farmers Branch, NSW Farmers | Meets every four months to provide a sounding board on issues and solutions relevant to young farmers and fishers. They have no decision making or budgeting authority. |
| **Sub-contractors** | Various, as contracted | Responsible for delivering initiatives for young farmers and fishers as determined by the Young Farmer Business Program team including workshops, networking events and communication tools. |
| **Young farmers and fishers** | The target beneficiaries of the project. People between the ages of 18 and 35 years across NSW, who currently receive (or have the aspiration to receive) their primary source of income from farming ‘food, fibre or fishing’. | Participate in monitoring and evaluation activities. |

Key definitions

|  |  |
| --- | --- |
| Term | Definition |
| **Self-Efficacy** | The belief that an individual, group, or community has it in their capacity to produce desired outcomes by their own actions. It relates to self-reliance, initiative, the degree of influence believed to be held, and the ability to draw upon additional resources as required. |
| **Sense of belonging and connection** | An insight into a person’s access to social capital: if a person feels that they are welcome in their community, this is a good indicator that they have access to support from their social networks. |
| **Business resilience** | See 1.3. Criteria for Business Resilience |

# Document overview

## How to read this document

This document outlines the Monitoring, Evaluation, Reporting and Improvement (MERI) framework for the Young Farmers Business Program (YFBP). It articulates the rationale of the evaluation and describes the MERI process in detail. There are four sections: 

## Key elements of the MERI framework

This MERI framework has been developed in collaboration with key members of the YFBP team and the evaluation team, including an initial planning workshop on 19 July 2018, as well as additional teleconference meetings throughout August and September 2018. As Figure 2 captures, developing and implementing the MERI framework involves four key elements:

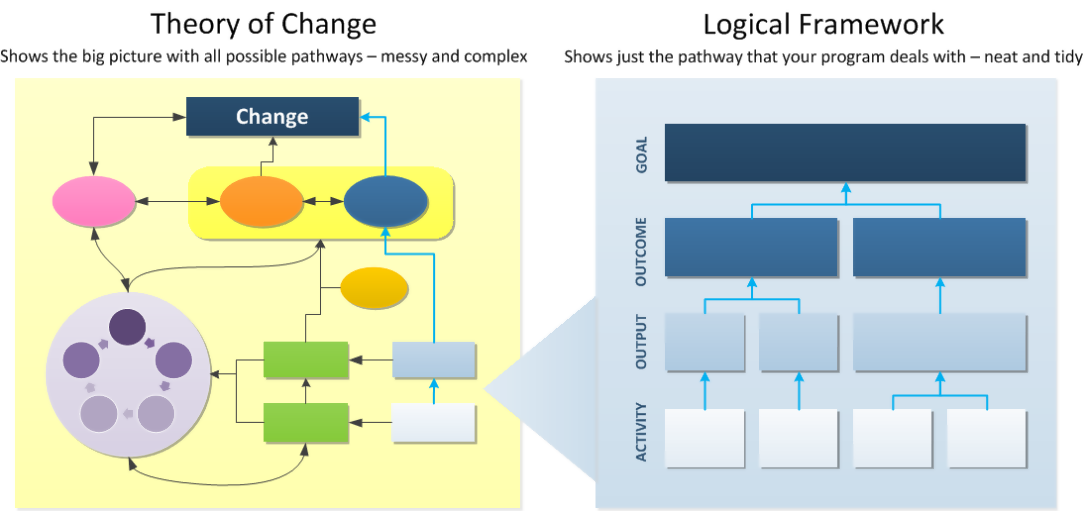
# YFBP background and overview

## Background of the YFBP

The YFBP is a $6 million investment by the NSW Government to enhance the business resilience of young farmers and fishers (YF&F) in NSW, delivered through the Department of Primary Industries (DPI). The YFBP commenced on 1 July 2017 and will run until 30 June 2021. It seeks to improve business skills by trialling a variety of approaches including mentoring, networking, online and offline community building, supported by a central online hub with business templates and resources.

The YFBP prioritises being flexible and responsive to the needs of YF&F, and was designed using feedback from two surveys conducted in 2016 and 2017. These surveys identified that the biggest barriers for young people pursuing a farming or fishing career were 1) confidence in making business decisions (self-efficacy) and 2) a sense of connection to networks that support them on their business journey. The YFBP seeks to address these barriers by using the voices of YF&F to identify priorities and develop appropriate, targeted and need-driven responses.

## The YFBP program logic and theory of change

A program logic (also known as a logical framework) and a theory of change provide separate but complimentary functions in an evaluation. A **program logic** (Appendix 1) was developed to provide a framework for the delivery of the YFBP, summarising the relationship between activities and intended outcomes. The outcomes reflected in the program logic align with the DPI Strategic Plan, NSW Agricultural Industry Action Plan, the Intergovernmental Agreement on National Drought Program Reform, the NSW Drought Strategy and the MOU between DPI and NSW Farmers. The evaluation team will use the program logic to monitor the outputs and evaluate the outcomes of the YFBP.

A **theory of change (ToC)**,makes explicit the reasoning behind how and why change is expected to occur. As indicated in Figure 3 it is derived directly from the program logic, with a greater emphasis upon causal chains. In doing so, it identifies and articulates the assumptions about the sequence of expected change over which it has influence. The evaluation team will test the YFBP theory of change through assessing whether the program inputs and outputs have led to the intended outcomes. The Theory of Change is in Appendix 2.

Because a theory of change is a messier reflection of the program’s pathways, it is frequently captured in a **program narrative** to compliment the program logic.

### Program Narrative

The two broad goals of the YFBP are (i) increased business resilience of YF&F in NSW and (ii) economic development and industry growth across the agricultural and aquatic sector.

At the end of the three years, it is expected that participants will become ‘rock star business managers’; they will be equipped with high business resilience (see Section 1.3) will regularly apply business skills, draw on the resources (tools, networks etc.) established during the YBFP and feel part of a wider ‘tribe’ of YF&F. Overall they will be more resilient and be able to adapt to challenging situations by drawing on their skills and networks to overcome adversity. This will be underpinned by a self-efficacy to be ‘rock star business managers’. The success of the YFBP will also result in having developed and captured a viable program model that is well received by all stakeholders.

To bring about these changes, seven main activities (some simultaneously) will be delivered:

1. Facilitating business skills capacity building and knowledge exchange;
2. Giving YF&F access to shared networking spaces (virtually and in person);
3. Sharing stories of success, challenge and learning experienced by YF&F;
4. Providing business resources and tools;
5. Delivering coaching, training and mentoring programs;
6. Creating partnerships to improve YFBP delivery;
7. Communicating and marketing to YF&F about the outcomes and offerings of the YFBP.

If implemented effectively, these activities are expected to create three mutually reinforcing outcome pathways for YF&F: 1) business skills development, 2) improved self-efficacy and 3) social connectedness. The fourth outcome pathway relates to proving the YFBP concept and model. Below are descriptions of the outcome pathways told as the ‘best case scenario’ using cause-and-effect language (if x happens then y will occur), as well as the assumptions in the hypothesis that will need to hold true for this to occur. We can later test these hypothesis as part of the MERI activities.

Table 1: Outcome pathway 1

|  |  |  |
| --- | --- | --- |
| *YF&F have improved business skills and can capitalise on opportunities* | Description | Assumptions |
| If YF&F become aware of the program, attend the business training and acquire appropriate knowledge and skills, they will apply those skills and ‘better manage their business’ by making better and more financially savvy business decisions.  This will lead to a virtuous feedback loop of skill-behaviour-reward whereby these decisions result in positive outcomes (increased profitability) and the YF&F will become more confident and seek additional business skills and knowledge. YF&F will capitalise on more opportunities, adapt to challenges (resilience) and will ultimately be able to achieve their longer-term farming or fishery related goals. | * YF&F are aware of the program * YF&F have the capacity and means to attend training * The training is suitable and valuable for YF&F with a range of knowledge, motivations and circumstances. * YF&F will acquire the skills and knowledge they need * YF&F will apply the skills and knowledge * YF&F have the decision making power to apply business skills and make business decisions. * Business skills and knowledge alone will result in well run businesses * YF&F will seek more skills and knowledge * When opportunities or challenges arise, YF&F will be able to apply skill and knowledge to make decisions and take actions |

Table 2: Outcome pathway 2

|  |  |  |
| --- | --- | --- |
| *YF&F are connected and can learn from each other* | Description | Assumptions |
| If YF&F become aware of the YFBP and involve themselves in the opportunities to meet other YF&F, they will make social connections and feel less isolated.  As a result, YF&F will establish a sense of connection, belonging and community with their peers; they will feel valued and supported. If these networks are established and maintained the YF&F will draw upon them regularly and learn from each other, thus increasing self-efficacy and also opening up new opportunities (contributing to greater resilience). | * YF&F are aware of the program * YF&F have the capacity and means to attend events * YF&F will interact and expand their networks through attendance * YF&F will stay in touch with the social connections * YF&F will nurture the social connections * Those social connections will provide support, knowledge and opportunities * YF&F want to meet and collaborate with other YF&F * YF&F don’t already have these social connections with other YF&F |

Table 3: Outcome pathway 3

|  |  |  |
| --- | --- | --- |
| *YF&F have the capacity to achieve their goals (self-efficacy)* | Description | Assumptions |
| If YF&F become aware of the YFBP, attend face to face and online opportunities and are exposed to new opportunities and success stories of their peers (both stories of success and stories of overcoming adversity) then their confidence will increase as well as a belief that their community ‘YF&F’ (and therefore themselves) have the capacity to produce desired outcomes by their own actions (self-efficacy).  As a result, YF&F feel recognised, invested in and valued as:   1. a ‘young farmer or fisher’ as separate to their parents or grandparents and 2. a key contributor to primary industry. | * YF&F are aware of the program * YF&F have the capacity and means to attend events * The story-teller is someone who YF&F aligns themselves with * There are not many psychological barriers to someone identifying with the group (i.e. depression). * The YFBP makes YF&F feel valued * Enough ‘early adopters’ identify and connect with the tribe and then encourage the ‘early majority’ to join the tribe. |

Table 4: Outcome pathway 4

|  |  |  |
| --- | --- | --- |
| *YFBP concept and model* | Description | Assumptions |
| If the YFBP is well delivered, subcontractors are developed by the YFBP team and positive outcomes are being realised YF&F, then program subcontractors and YF&F will engage more with the YFBP and with DPI more generally.  The successes of the YFBP will be communicated to relevant stakeholders. The YFBP team will have a viable model that documents the effectiveness of the YFBP and which demonstrates a case for future viability. | * The YFBP can become a financially sustainable business model * YF&F has increased business resilience * The YFBPs role in contributing to increased business resilience in YF&F is understood and recognised |

The **first three outcome pathways** are interlinked and mutually reinforcing. YF&F who develop and apply business skills can influence their peers, this ripples and contributes to strengthening the social network as other YF&F connect with them to increase their own business skills. Therefore YF&F who are within the ‘YF&F tribe will have greater exposure to stories of success, failure, resilience; people who have walked their path and from whom they can learn. Additionally, increased business skills will lead to increased self-efficacy, as their newfound abilities will result in YF&F feeling more empowered. Increased self-efficacy will boost self-confidence and lead to an increased desire to learn additional business skills. Increased social connections will also lead to increased self-efficacy, as YF&F will learn from their peers. All contribute towards increased business resilience of YF&F.

The **fourth outcome pathway** is about testing the YFBP concept and model and contributes to the realisation of the other three outcome pathways. Figure 4 illustrates the relationship between the outcome pathways. 

## Criteria for business resilience

Improving the business resilience of YF&F is a core aim of the YFBP, and it is articulated in the Theory of Change. Therefore, it is important to understand what business resilience means for YF&F. The YFBP team and the evaluation team have come together to create an analytical rubric for business resilience that can be used to assess the business resilience of YF&F and identify any changes over time as a result of the program. This rubric will be drawn upon for both data collection and reporting.

This rubric was derived from two resilient young farmer avatars. These avatars were co-developed by the evaluation and YFBP team and can be revised in future PDSA cycles according to feedback from the Advisory Committee and other YF&F. Two avatars were developed to recognise the different types of resilience that were relevant for YF&F in different circumstances. The key distinguishing factor is whether the YF&F stands to inherit a farming business or whether they must pursue alternate pathways to farm ownership. These avatars were combined into a single analytical rubric for business resilience. This rubric is in Appendix 3.

# MERI approach, principles and scope

## Approach

${approach}

## Principles

${approach\_principles}

## Scope and audience

The evaluation team will provide ongoing M&E support from July 2018, concluding with a final evaluation report in June 2021. The evaluation team serves four key purposes during this period:

1. **support** the YFBP team to make ongoing improvements to the YFBP by integrating MERI activities with continuous improvement cycles;
2. provide **accountability** to funders and key stakeholders regarding YFBP’s performance and effectiveness;
3. **test** the efficacy and viability and sustainability of the delivery model;
4. **assess** the appropriateness and efficiency of the overall implementation of the program.

Three audience categories were identified: program implementation, program beneficiaries, and authorising environment stakeholders. The evaluation audiences and their information needs are detailed in Table 5.

Table 5: The Evaluation Audience and their Information Needs

|  |  |
| --- | --- |
| Stakeholder | Information needs |
| Program implementation partners | |
| YFBP team | * **Learning**: what is working and what is not working to improve design and implementation of YFBP * **Performance**: the progress towards achieving YFBP outcomes |
| Sub-contractors | * **Learning**: what is working and what is not working to improve delivery of YFBP activities |
| Advisory Committee | * **Learning**: what is working and what is not working to provide input on YF&F adaption and design * **Performance**: the progress towards achieving YFBP outcomes |
| Beneficiaries | |
| YF&F | * **Learning**: understanding of the YFBP and its impact on the NSW YF&F community, as well as ensuring initiatives are wanted and needed |
| Authorising environment | |
| The Department | * **Performance and implementation**: annual report cards and comprehensive annual reports |
| Ministers | * **Effectiveness**: short anecdotes about how the YFBP is making a difference |
| Treasury | * **Implementation** **efficiency**: requires information on deliverables, outputs and outcomes |

## Ethical considerations

The evaluation team recognises the importance of evaluation ethics and standards. Therefore there is a provision for information collection, data security and confidentiality for work of this nature. Consulting staff are all members of the Australasian Evaluation Society, and are bound by the code of ethics issued by this professional association (to obtain a copy of the code of ethics please see: <http://www.aes.asn.au/>). These codes will be adhered to in all aspects of the work conducted by Clear Horizon, as well as adhering to the ethical guidelines from client agencies.

The evaluation team recognise that consent should be a voluntary choice, and should be based on the provision of sufficient information and adequate understanding of both the proposed study/evaluation and the implications of participating in it. They also recognise that this information needs to be presented in different ways depending on the needs and cultural sensitivities of the participant. Importantly, we aim to achieve an understanding about the evaluation between the participant and ourselves.

In addition, as part of the consent information, it will be made very clear—both in writing and verbally in all discussions regarding participation in the study—that potential participants are able to decline an invitation to participate and may withdraw from the study at any time. We also clarify that there are no negative repercussions for declining an invitation to participate in study.

The evaluation team will comply with all relevant requirements and Acts relating to the protection of documents and information to ensure that all information is maintained securely. They are also committed to protecting personal information in accordance with the principles of the *Information Privacy Act 2000*. Sensitive data that is collected through planning, research or evaluation process is:

* stored in a secure location by the evaluation team in the company safe at the current address and safe access is controlled by the Director
* identified by code rather than by name. Client organisations will not be given copies of individual interview (or other) responses, and should not be able to trace the responses to individuals
* contact details will not be passed on to a third party.

## Limitations

While all reasonable efforts were made to improve the rigour and representativeness of data collected, the following limitations are associated with this evaluation.

* The Post Survey is conducted with YF&F who are willing to be contacted after the event: this may result in bias towards those participants who have stronger feelings about the program.
* Collecting monitoring data both at events and one month afterwards are restricted by limitations of access to technology and mobile networks.
* Case Studies are drawn from the existing network of Young Farmers and Fishers, therefore those currently outside the program will be missed. The Evaluation Team has staggered the case studies to allow time for the YFBP team to expand its reach across the geography of NSW.

# Key evaluation questions

The MERI framework has five KEQs with accompanying sub-questions. These have been developed based on the information needs of the evaluation audience, as specified in Table 5 above and the expected outcomes of the project as defined in the program logic and theory of change (Appendix 1 and 2). The KEQs and sub questions are outlined in Table 6:

Table 6: Key Evaluation Questions

|  |  |  |
| --- | --- | --- |
| Criteria | Key evaluation question | Sub-question |
| **Effectiveness** | 1. How effective was the Young Farmer Business Program in achieving its intended outcomes? | 1. To what extent are YF&F showing increased business resilience? |
| 1. To what extent are more YF&F demonstrating good business management practices? |
| **Impact** | 1. What was the impact of the Young Farmer Business Program on young farmers and fishers? | 1. What contribution has YFBP made towards YF&F increasing profit? |
| 1. What contribution has the YFBP made towards reducing the negative impact of crises on YF&F? |
| 1. What were the unintended outcomes? |
| **Sustainability** | 1. Are the outcomes likely to endure beyond the Young Farmer Business Program? | 1. To what extent did we contribute to improved capacity of our sub-contractors in delivering services for YF&F? |
| 1. To what extent do YF&F engaged in the program continue to draw on networks and other resources developed in the YFBP? |
| 1. To what extent do YF&F engaged in the program continue to apply business skills learned in the YFBP? |
| **Appropriateness** | 1. How well did we implement the Young Farmer Business Program? | 1. How efficient was the use of resources? |
| 1. Did we implement the YFBP as intended? |
| 1. How appropriate is the Young Farmers Business Program model? | 1. Did we meet the needs of YF&F in NSW? |
| 1. Is the model financially sustainable? |

# Operational steps

## How the operational components of the MERI framework fit together

Before diving into each of the operational components of the YFBP MERI framework, it is useful to get a sense of how they fit together. Monitoring and Continuous Improvement are grouped together as information from the Monitoring Plan supports ongoing learning and continuous improvement. This is an innovative aspect of this evaluation, as monitoring data is actively used to inform both program design and the evaluation rather than passively used to inform the evaluation. Evaluation is separate to monitoring as it collects information in greater depth yet less frequency, and in incorporates monitoring data.

Reporting is embedded into both of these steps. These three components- Monitoring and Continuous Improvement, Evaluation, and Reporting- are outlined in more detail in sections 4.2, 4.3, and 4.4 below.



## Monitoring and Continuous Improvement

### The relationship between monitoring and continuous improvement

This section outlines the continuous improvement plan and how the evaluation and YFBP team will use monitoring to inform and achieve continuous improvement throughout the life of the program. The evaluation and YFBP team are adopting the PDSA method to guide continuous improvement. Information from the monitoring plan will be collected continuously and will inform the PDSA workshop cycles. This information will also support the annual reports and summative evaluation.

### Continuous improvement through PDSA cycles

The evaluation and YFBP team are adopting the PDSA method to guide continuous improvement. PDSA is a questions-based approach used to assess what is and is not working well during the implementation of a program, and to facilitate evidence-based decision-making. Figure 10 provides a graphic the of PDSA cycle. There are four key steps to the PDSA method: 

|  |  |
| --- | --- |
| **Plan** | develop a hypothesis and clarify the approach taken to answering it |
| **Do** | carry out the plan and collect the data |
| **Study** | assess the what has happened and identify lessons for the next cycle |
| **Act** | use these lessons to identify changes to the implementation of the program |

#### Summary of the PDSA process

The PDSA process centres on periodic workshops facilitated by the evaluation team and attended by the YFBP team and Advisory Committee. The bulk of the STUDY and ACT components of the PDSA cycle will be completed during these workshops. The evaluation team will provide support during the PLAN and DO stages by clarifying the monitoring data collection plan for the sprint. Figure 11 demonstrates how the PDSA cycle results in continuous improvement through the creation of new standards for the YFBP activities by learning and adapting over time.

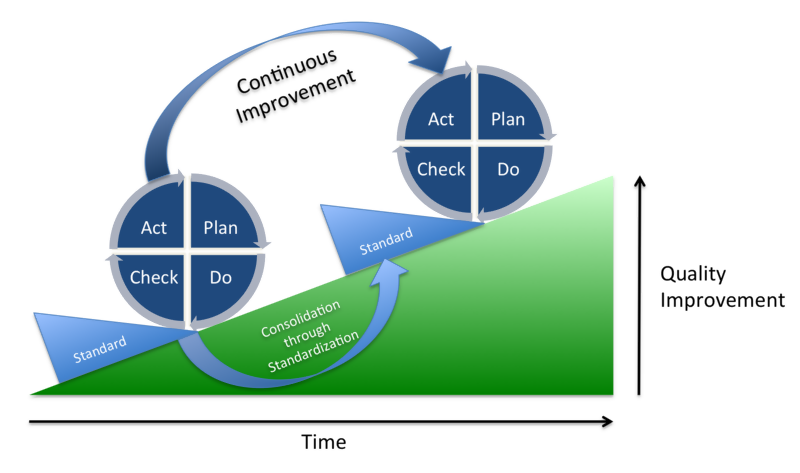
PDSA sprints will initially be four months in length with a workshop to be held at the beginning of each sprint. Appendix 6 presents a Gantt chart inclusive of the PDSA sprints. A decision about the timeline for the sprints beyond the first two cycles will be based on feedback from the initial cycles and in consideration of other commitments for the YFBP team and Advisory Committee. 

Table 7: Breakdown of PDSA cycle

|  |  |  |
| --- | --- | --- |
| Stage | Activity | Roles and responsibilities |
|  | Each sprint begins with a PLAN including:   * a hypothesis to be tested * questions which we hope to answer at the end of the sprint, and * a plan to answer the questions including roles, responsibilities and data collection tools. | **Evaluation team**   * Will capture workshop proceedings in a two page Continuous Improvement Report (PLAN), and circulate it to the YFBP team and the Advisory Committee. * This report will capture (i) summary of previous sprint hypothesis, (ii) outputs and outcomes, both positive and negative, (iii) the changes being made to the YFBP activities as including rationale and (iii) the hypothesis for the next sprint (PLAN) |
|  | This is the period between workshops where we DO things that are outlined in the plan; YFBP activities and monitoring activities are implemented and relevant data is collected. | **YFBP team**   * Implement planned activities * Collect data   **Sub-contractors**   * Implement planned activities * Collect data |
|  | The first half of the PDSA workshop relates to interpreting the monitoring data and forming a shared understanding of the results from the DO stage. This data has three main sources:   * **Monitoring tools** - the majority of data will be collected as specified in the monitoring plan; * **Reflection workshops** - the workshops will act as an additional data collection opportunity; * **Hypothesis testing tools** - the evaluation team may develop additional data collection tools or modify existing data collection tools if there is a gap to test a sprint hypothesis | **Evaluation team**   * Will undertake a ‘What Else?’ test prior to the workshop. This involves a series of questions designed to reduce bias and strengthen impact claims * Will use the “What Else” data analysis to develop the workshop agenda, to be approved by the YFBP team * Facilitate the workshop   **YFBP team**   * Approve the workshop agenda * Participate in the workshop   **Advisory Committee**   * Participate in the workshop |
|  | The second half of the PDSA workshop relates to the ACT stage and uses learnings from the STUDY stage to develop a PLAN for the next sprint. The questions which guide this process are:   1. What do we keep doing? 2. What do we stop doing? 3. What do we change? 4. What don’t we know?   The outcome of this process will be the core components of the design for the next sprint which begins with the PLAN stage. | The **YFBP team**, the **Advisory Committee** and the **evaluation team** reflect on what is learned from the STUDY stage and make decisions about where we need to ACT. Then we will use the results of the ACT stage to develop a PLAN for the next sprint. |

### Monitoring Plan sources

The Monitoring Plan will draw on 11 data collection methods implemented throughout the three years to inform the PDSA cycles. This information will also inform the annual reports and summative evaluation. Of these 11 methods, up to 8 have already been developed and another 3 require development. A summary of each method is provided in Table 7:

Table 8: Summary of Monitoring Sources

|  |  |
| --- | --- |
| Event survey (Slido) | Data will be collected for all events, (including webinars and coaching). Surveys will ask for a name and date of birth (DOB), which will form an ID (allowing us to compare pre- and post-survey results), and ask about demographics. |
| Event survey (Slido) (end of event) | Applied at the end of every YF&F event. Data from this survey will not be linked to individuals, rather it will provide immediate feedback on each event. |
| Post-event survey | Data will be collected one month after each event from a minimum of 12 attendees. These five minute surveys will ask for name and DOB, and will take place over the phone. |
| Event log | An event log is a list of every event run by the program, with fields for type of event, event date and location, and number of attendees. |
| Attendance log | An attendance log for every event tracking the number of attendees, and their profile. |
| Partner attendance log | A log to record subcontractors of the YFBP that attend each event, and their associated role. |
| Staff survey | Short questionnaire for DPI staff regarding the YFBP design. |
| Financial reports | Total expenditure by reporting period as well as a breakdown into its main elements. |
| 123tix analytics | Collects registrations per event. |
| FarmTable analytics | Centralised in social media dashboard. |
| Social media analytics | Centralised in social media dashboard. (Facebook, Instagram, Twitter, Mailchimp, and Bitly) |

### 

### Analysis and synthesis of monitoring data

Analysis of the data will take place in a variety of ways to enhance reliability and validity of the data. This includes t-tests for quantitative data; accrual and cash accounting methods to analyse financial data (linear assumptions where required); and volume and sentiment metrics for website and social media analytics. These data analysis methods will be selected according to reporting requirements. These are articulated in the Monitoring Plan Matrix (see Appendix 5), All analysis methods are transparent and can be communicated to the YFBP team upon request.

### Monitoring plan matrix

**See Appendix 5**: Monitoring plan matrix

### Monitoring data collection & analysis plan

**See Appendix 6:** Monitoring data collection & management plan

### Monitoring tools

Tools have been shared with the YFBP team in the Google Drive (Data Collection/ Monitoring Tools)

## Evaluation Plan

### Summative Evaluation Plan

This section outlines the Summative Evaluation Plan. It focuses on the changes (outcomes) that occur as a result of the YFBP from July 2018 - July 2021, taking a step back from the rapid learning and making an explicit evaluative judgement about the YFBP as well as meeting the information needs of stakeholders. The Summative Evaluation Report, written in 2021, will focus primarily on **Effectiveness** (KEQ1), **Impact** (KEQ2) and **Sustainability** (KEQ3).

#### Evaluation methods

The evaluation will draw on data collected through the monitoring and improvement activities as well as incorporating additional data collected through the following evaluation activities to answer the KEQs. The following table 9 provides an overview of the five evaluation sources.

Table 9: Summary of Evaluation Methods

|  |  |
| --- | --- |
| Longitudinal case studies | We will collect data on 20 case studies over the 3 years, (assuming we will retain 75%) to build deep qualitative narratives around these YF&F. We will work with YFBP team to identify participants ensuring a diversity of representation. |
| Annual reflection activities | At the annual conference we will host a series of reflection activities to get feedback from the YF&F on their interpretation of the data collected over the year to date. These insights and analysis will inform the annual reflection reports. As part of the annual reflection we will also facilitate a review of the theory based on the data collected |
| Key informant interviews | Semi-structured interviews with three key groups: the YFBP staff, the Advisory Committee members and sub-contractors. Based on the KEQs, interviews guides will be prepared by Clear Horizon for the three groups and provided to the YFBP to review. Interviews will be conducted in person or via the phone depending upon timing and availability. |
| Document review | Key YFBP documents and analytics will be reviewed to collect data on program activities; both intended and implemented. The document review will include the Continuous Improvement Reports that capture the key monitoring data, and reflections collected during the PDSA cycles. |

#### Evaluation analysis and synthesis

We will work collaboratively with the YFBP team, Advisory Committee and YF&F, where appropriate, in analysis, synthesis of the data. Much like the philosophy of the YFBP, this ensures that the evaluation insights are owned by the stakeholders and are more likely to inform the Program’s ongoing design. With the principles of collaboration, participation and innovation in mind we will be drawing on a range of evaluation approaches over the three years including:

* **Contribution Analysis** –understand the contribution of YFBP to shifts in changes to resilience as the result of the program.
* **Stories of Significant Change** – we will use this approach as part of the case studies
* **Program theory approach** – we will review the YFBP theory at inception and as part of the annual reflection facilitate a review of the theory based on the data collected. Program theory is integral to being able to undertake a contribution analysis at the end of the program.
* **Realist Evaluation -** asks ‘what works in which circumstances and for whom?’, rather than merely ‘does it work?’ We will be using this frame when assessing the activities/mechanisms annually and at the end of the program.

Analysis and synthesis of the data will be undertaken in numerous ways to enhance the reliability and validity of data. We will use a mixture of content analysis, thematic coding and grounded theory analysis for qualitative data, including qualitative comparative analysis for the case studies. The data will then be analysed for key themes and patterns, and where relevant, significant convergence and divergence of findings will be noted. It will then be thematically coded and entered into a matrix according to their relevance to the KEQs. For the document analysis, data will be coded and mapped against the KEQs.

Once all the qualitative and quantitative data has been collated and analysed against each of the KEQs the qualitative and quantitative evidence will be woven together, triangulating where possible to increase confidence in the findings, to formulate a conclusion against the KEQs. All analysis methods are transparent and can be communicated to the YFBP team upon request

#### Evaluation Plan Matrix

**See Appendix 7**: Evaluation Plan Matrix

#### Evaluation plan and data collection matrix

**See Appendix 8:** Evaluation data collection matrix

### Evaluation tools

Tools have been shared with the YFBP team in the Google Drive (Data Collection/ Evaluation Tools)

## Reporting

The reporting products that the evaluation team will deliver are outlined in Table 10. Note that the *Input* column specifies what data will inform each respective report.

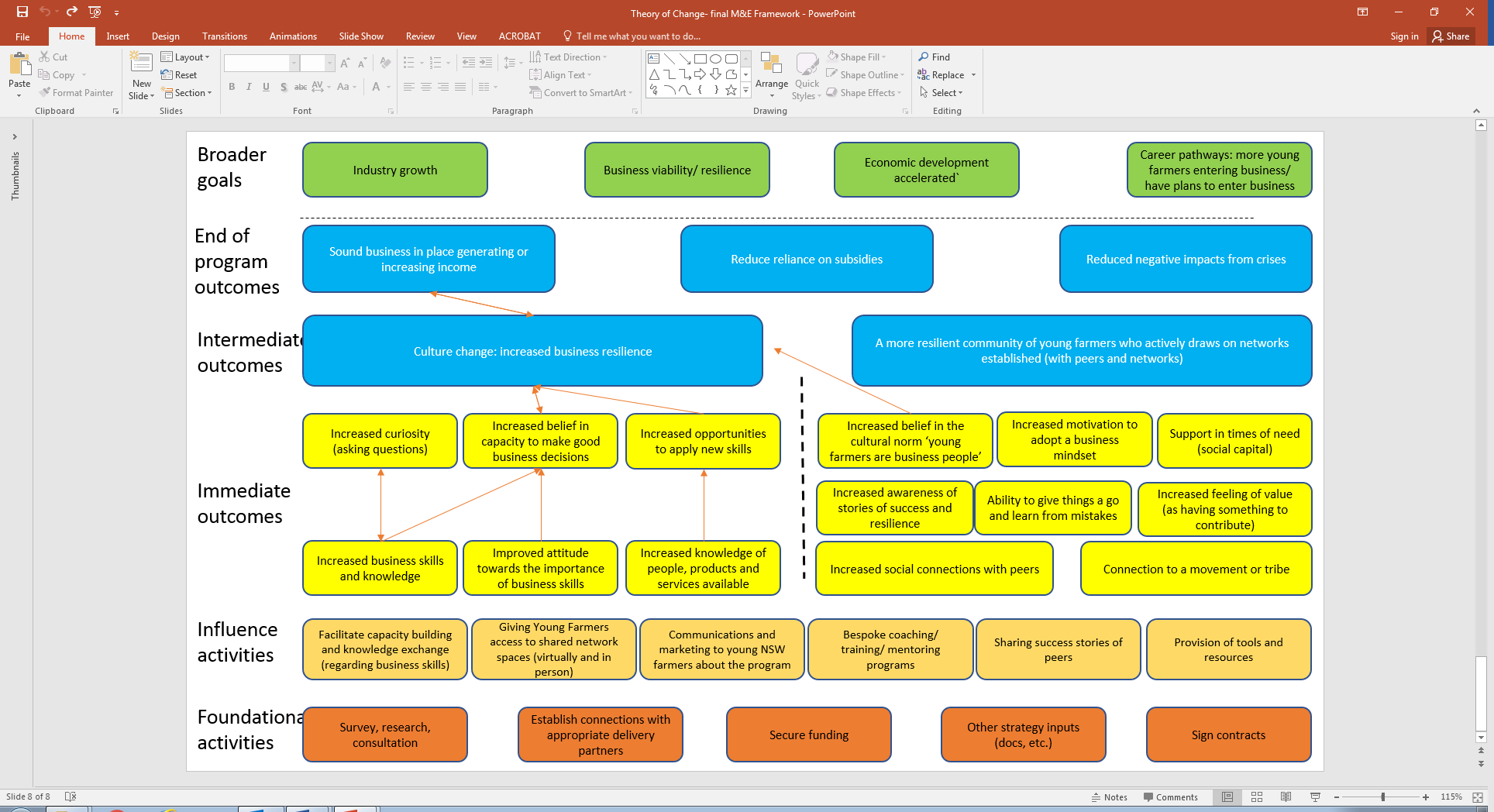
Table 10: Reporting matrix

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Output | Time frame | Details | Audience | Inputs |
| MERI Framework | * Draft 30th August * Final draft 30th September[[1]](#footnote-0) | **OUTPUT** and **OUTCOME** focused  Provides the MERI framework and plan detailing how we will carry out the contracted services | * YFBP team | * NA |
| Program Metric Dashboard | * Live updates | **OUTPUT** and **OUTCOME** focused  Captures events delivered, event feedback, changes made in the month following each event, the number of YF&F engaged in the YFBP and their characteristics such as: their geographical spread, whether they are farmers or fishers, their sub-industry category etc. | * YFBP team * Information will be extracted for reporting to The Department, Ministers, Treasury, and YFBP beneficiaries | * All sources specified under the Monitoring and Continuous Improvement Plan |
| Social Media Dashboard | * Live updates | **OUTPUT** focused  Captures insights including conversations, reach, engagement, impressions, audience, visits, bounce rate to better understand online interaction with and between YF&F. | * YFBP team | * All sources specified under the Monitoring and Continuous Improvement Plan |
| Continuous Improvement Report | * At conclusion of each PDSA cycle (biannual) * First PDSA cycle begins Oct 2018 * First report due Feb 2019 | **OUTPUT** and **EARLY OUTCOME** focused  Captures key achievements and lessons from the PDSA sprints and a summary of the rationale and hypothesis for the next design sprint. | * YFBP team * YFBP sub-contractors * Advisory Committee | * Program Metric Dashboard * Social Media Dashboard * PDSA workshop meeting notes |
| Annual Report | * Annually * First report date June 2019 | **OUTPUT** and **OUTCOME** focused  Provides a ‘bird’s eye view’ of what has happened over the year, drawing primarily on dashboards, continuous improvement reports, case studies and the reflection workshop. | * YFBP beneficiaries * YFBP sub-contractors * Advisory Committee * The Department * Ministers * Treasury | * Program Metric Dashboard * Social Media Dashboard * PDSA workshop minutes * Annual reflections workshop minutes * Key informant interviews with subcontractors |
| Annual Scorecard | * Annually * First scorecard date due June 2019 | **OUTPUT** and **OUTCOME** focused  Provides a snapshot of key YFBP metrics as captured by the two dashboards. | * YFBP beneficiaries * YFBP partners * Advisory Committee * The Department * Ministers * Treasury | * Program Metric Dashboard * Social Media Dashboard |
| Summative Evaluation Report | * Due June 2021 | **OUTCOME** focused  Provides a value judgement about the outcomes of the YFBP and responds to the KEQs. | * YFBP beneficiaries * YFBP partners * Advisory Committee * The Department * Ministers * Treasury | * All sources specified under the Monitoring and Continuous Improvement Plan * All sources specified under the Evaluation Plan * Social Media Dashboard * Program Metric Dashboard * Continuous Improvement Reports * Annual Scorecards * Annual Report |

# Appendices

### Appendix 1: Program logicA screenshot of a computer Description generated with very high confidence

### Appendix 2: Theory of change



### Appendix 3: Rubric for Business Resilience

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Criteria** | **Highly effective** | **Effective** | **Acceptable** | **Poor** | **Detrimental** |
| *Case 1: living and working on a family farm, aspirations to take over the farm in the future* | | | | | |
| Plans | They have all the following plans in place, and confidence in each plan: -10 year business plan -Debt management plan -Risk management plan -Succession plan -Superannuation plan -Business documentation systems | They have most of the following plans in place, and confidence in most of these: -10 year business plan -Debt management plan -Risk management plan -Succession plan -Superannuation plan -Business documentation systems | They have some of the following plans in place, and varying confidence in each of these: -10 year business plan -Debt management plan -Risk management plan -Succession plan -Superannuation plan -Business documentation systems | They have 1-2 of the following plans in place, and little confidence in most of these: -10 year business plan -Debt management plan -Risk management plan -Succession plan -Superannuation plan -Business documentation systems | They have none of the following plans in place, are unaware of their contents: -10 year business plan -Debt management plan -Risk management plan -Succession plan -Superannuation plan -Business documentation systems |
| Time in the office | They spend one day a week in the office doing the following activities: reviewing the business, budgeting and tracking monthly cash flow, paying and chasing invoices, discussing efficiencies and best practice with parents, developing farm efficiencies, and drawing upon resources including accountants, mentors and support groups | They spend 4-6 hours a week in the office doing the following activities: reviewing the business, budgeting and tracking monthly cash flow, paying and chasing invoices, discussing efficiencies and best practice with parents, developing farm efficiencies, and drawing upon resources including accountants, mentors and support groups | They spend 2+ hours a week in the office doing the following activities: reviewing the business, budgeting and tracking monthly cash flow, paying and chasing invoices, discussing efficiencies and best practice with parents, developing farm efficiencies, and drawing upon resources including accountants, mentors and support groups | They spend 1-2 hours per week in the office doing the following activities: reviewing the business, budgeting and tracking monthly cash flow, paying and chasing invoices, discussing efficiencies and best practice with parents, developing farm efficiencies, and drawing upon resources including accountants, mentors and support groups | They spend little to no time in the office doing the following activities: reviewing the business, budgeting and tracking monthly cash flow, paying and chasing invoices, discussing efficiencies and best practice with parents, developing farm efficiencies, and drawing upon resources including accountants, mentors and support groups |
| Self-efficacy | Constantly tries new things, questions the business and learns from mistakes | Regularly tries new things, questions the business and learns from mistakes | Sometimes tries new things, questions the business and learns from mistakes | Doesn’t try new things or question the business | Actively rejects new ideas, refuses to question the business, makes the same mistakes repeatedly |
| *Case 2: Not associated with a family farm but aspires to own or manage a farm in the future, and is open to different pathways* | | | | | |
| Plans | They have all the following plans in place, confidence in each plan, and working towards them: -Business plan -Savings plan -Risk management plan -Transition to ownership plan | They have most of the following plans in place, confidence in each plan, and working towards them: -Business plan -Savings plan -Risk management plan -Transition to ownership plan | They have some of the following plans in place, varying confidence in each of these, and somewhat working towards them: -Business plan -Savings plan -Risk management plan -Transition to ownership plan | They have 1-2 of the following plans in place, little confidence in most of these, and aren't achieving them: -Business plan -Savings plan -Risk management plan -Transition to ownership plan | They have none of the following plans in place, are unaware of their contents: -Business plan -Savings plan -Risk management plan -Transition to ownership plans |
| Proactive actions | Spends 4+ hours each week doing the following activities: reviewing the business plan, learning content relevant to the future, getting experience that will support future aspirations (both in and out of the office), building a network of farmers, mentors and support groups. | Spends 2-4 hours each week doing the following activities: reviewing the business plan, learning content relevant to the future, getting experience that will support future aspirations (both in and out of the office), building a network of farmers, mentors and support groups. | Spends up to 2 hours each week doing the following activities: reviewing the business plan, learning content relevant to the future, getting experience that will support future aspirations (both in and out of the office), building a network of farmers, mentors and support groups. | Irregularly (less than weekly) spends time doing the following activities: reviewing the business plan, learning content relevant to the future, getting experience that will support future aspirations (both in and out of the office), building a network of farmers, mentors and support groups. | Spends no time doing the following activities: reviewing the business plan, learning content relevant to the future, getting experience that will support future aspirations (both in and out of the office), building a network of farmers, mentors and support groups. |
| Self-efficacy | Constantly tries new things, questions the business and learns from mistakes | Regularly tries new things, questions the business and learns from mistakes | Sometimes tries new things, questions the business and learns from mistakes | Doesn’t try new things or question the business | Actively rejects new ideas, refuses to question the business, makes the same mistakes repeatedly |
| Management/ financial literacy | Clearly understands farm ownership pathways, how to create a business, and the importance of communication | Some understanding of farm ownership pathways, how to create a business, and the importance of communication | Some understanding of farm ownership pathways, how to create a business, and the importance of communication | Little understanding of farm ownership pathways, how to create a business, and the importance of communication | No understanding of farm ownership pathways, how to create a business, and the importance of communication |

### Appendix 4: Prospective timeline

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| **Year** |  | 2018 | | | | 2019 | | | | | | | | | | | | 2020 | | | | | | | | | | | | 2021 | | | | | | |
| **Month** |  | **S** | **O** | **N** | **D** | **J** | **F** | **M** | **A** | **M** | **J** | **J** | **A** | **S** | **O** | **N** | **D** | **J** | **F** | **M** | **A** | **M** | **J** | **J** | **A** | **S** | **O** | **N** | **D** | **J** | **F** | **M** | **A** | **M** | **J** | **J** |
| **Element** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Develop MERI Framework | M&E | ◆ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| **Monitoring and Continuous Improvement** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Implement monitoring data tools | M |  | **CY** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Collect monitoring data | M |  | **Y** | **Y** | **Y** | **Y** | **Y** | **Y** | **Y** | **Y** | **Y** | **Y** | **Y** | **Y** | **Y** | **Y** | **Y** | **Y** | **Y** | **Y** | **Y** | **Y** | **Y** | **Y** | **Y** | **Y** | **Y** | **Y** | **Y** | **Y** | **Y** | **Y** | **Y** | **Y** | **Y** | **Y** |
| Program Metric Dashboard | M |  | ◆ | ◆ | ◆ | ◆ | ◆ | ◆ | ◆ | ◆ | ◆ | ◆ | ◆ | ◆ | ◆ | ◆ | ◆ | ◆ | ◆ | ◆ | ◆ | ◆ | ◆ | ◆ | ◆ | ◆ | ◆ | ◆ | ◆ | ◆ | ◆ | ◆ | ◆ | ◆ | ◆ | ◆ |
| Social Media Dashboard | M |  | ◆ | ◆ | ◆ | ◆ | ◆ | ◆ | ◆ | ◆ | ◆ | ◆ | ◆ | ◆ | ◆ | ◆ | ◆ | ◆ | ◆ | ◆ | ◆ | ◆ | ◆ | ◆ | ◆ | ◆ | ◆ | ◆ | ◆ | ◆ | ◆ | ◆ | ◆ | ◆ | ◆ | ◆ |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **PDSA cycles (2-3 per year\*)** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| PDSA Cycle | M |  | **Y** | **Y** | **Y** | **Y** | **Y** | **Y** | **Y** | **Y** | **Y** | **Y** | **Y** | **Y** | **Y** | **Y** | **Y** | **Y** | **Y** | **Y** | **Y** | **Y** | **Y** | **Y** | **Y** | **Y** | **Y** | **Y** | **Y** | **Y** | **Y** | **Y** | **Y** | **Y** | **Y** |  |
| PDSA workshop | M |  |  |  |  | **CY** |  |  |  | **CY** |  |  |  |  |  | **CY** |  |  |  |  |  | **CY** |  |  |  |  |  | **CY** |  |  |  |  |  | **CY** |  |  |
| Continuous improvement report | M&E |  |  |  |  |  | ◆ |  |  |  | ◆ |  |  |  |  |  | ◆ |  |  |  |  |  | ◆ |  |  |  |  |  | ◆ |  |  |  |  |  | ◆ |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Annual cycles** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| YFBP Annual Conference |  |  |  |  |  |  |  |  |  | **Y** |  |  |  |  |  |  |  |  |  |  |  | **Y** |  |  |  |  |  |  |  |  |  |  |  | **Y** |  |  |
| Annual reflection | E |  |  |  |  |  |  |  |  | **C** |  |  |  |  |  |  |  |  |  |  |  | **C** |  |  |  |  |  |  |  |  |  |  |  | **C** |  |  |
| Annual reflections report | E |  |  |  |  |  |  |  |  |  | ◆ |  |  |  |  |  |  |  |  |  |  |  | ◆ |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Annual scorecard | M |  |  |  |  |  |  |  |  |  | ◆ |  |  |  |  |  |  |  |  |  |  |  | ◆ |  |  |  |  |  |  |  |  |  |  |  | ◆ |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Final evaluation** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Case studies- first visit | E |  | **CY** |  |  | **CY** |  |  | **CY** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Case studies- follow up phone interviews | E |  |  |  |  |  | **C** |  |  | **C** |  |  |  |  | **C** |  |  |  | **C** |  |  |  |  |  |  |  | **C** | **C** |  |  | **C** | **C** | **C** |  |  |  |
| Case studies- drafts | E |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | ◆ |  |  |  | ◆ | ◆ |  |  |  |
| Case studies- final | E |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | ◆ |  |  |  |  | ◆ |  |  |  |
| Evaluation summit workshop | E |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | **C** |  |  |
| Evaluation data analysis and synthesis | E |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | **C** |  |
| Draft evaluation report | E |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | ◆ |  |
| Final evaluation report | E |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | ◆ |

### Appendix 5: Monitoring plan matrix

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Criteria | Key Evaluation Question | Sub-Question | Indicators | Target | Data source |
| **Effectiveness** | 1. How effective was the Young Farmer Business Program in achieving its intended outcomes? | 1. To what extent are YF&F showing increased business resilience? | * # and % of respondents that demonstrate improved business resilience according to business resilience rubric | * 20% of respondents demonstrate increased resilience | * Workshop survey (Slido) * Post-workshop survey |
| 1. To what extent are more YF&F demonstrating good business management practices? | * # and % of respondents that demonstrate business resilience according to business resilience rubric (time in the office section only) | * 20% respondents demonstrate increased resilience | * Workshop survey (Slido) * Post-workshop survey |
| **Impact** | 1. What was the impact of the Young Farmer Business Program on young farmers and fishers? | 1. What contribution has the Young Farmers Business Program made towards YF&F increasing profit? | * # and % of respondents that report an increase in business sustainability as a result of changes made since the workshops | * 20% of respondents report increased business sustainability | * Post-workshop survey |
| 1. What contribution has YFBP made towards reducing the negative impact of crises on YF&F? | * # and % of respondents that report a reduction in the expected negative impacts of future crises (climatic, biosecurity, market & regulatory change, accidents & illness to key personnel) due to changes made since the workshops | * 30% of respondents report reduction in expected negative impacts in at least one type of crisis | * Post-workshop survey |
| 1. What were the unintended outcomes? | * Qualitative unintended outcomes from the program, if any | * NA | * Post-workshop survey |
| **Sustainability** | 1. Are the outcomes likely to endure beyond the Young Farmer Business Program? | 1. To what extent did we contribute to improved capacity of our subcontractors in delivering services for YF&F? | * Number of subcontractors | * NA | * Financial reports |
| 1. To what extent do YF&F engaged in the program continue to draw on networks developed in the YFBP? | * # and % of respondents who have stayed in contact with people they met at the event * # and % of respondents who have stayed in regular contact with other young farmers | * 20% have stayed in contact with people they met at the event | * Post-workshop survey |
| 1. To what extent do YF&F engaged in the program continue to utilise business skills learned in the YFBP? | * # and % of respondents who agree they have utilised skills learned in the program * # and % of respondents who agree they will continue/begin to utilise skills learned in the YFBP | * 20% of respondents have utilised skills learned in the program | * Post-workshop survey |
| **Appropriateness** | 1. How well did we implement the Young Farmer Business Program? | 1. How efficient was the use of resources? | * # events delivered (including workshops, coaching program, other training, networking events, annual gatherings, think tank sessions, on-farm and business tours, interaction sessions) per month * # people reached | * 10000 people reached per month | * Event log |
| 1. Did we implement the program as intended? | * # Website visits * # Website visits over time * % Conversion to lower pages * % Website bounce rate * # online templates provided * # online templates downloaded from website * % of program staff who agree that the program was implemented in line with the plans made at the last workshop/ planning meeting | * As per program logic | * FarmTable website analytics * Facebook, Instagram, Youtube, Snapchat, Twitter analytics * Mailchimp statistics * Staff survey |
| 1. How appropriate is the Young Farmer Business Program model? | 1. Did we meet the needs of YF&F in NSW? | * # and % of respondents who agree that the program has met one their needs * qualitative perceived needs of YF&F * % of Program staff who agree that the design has been appropriate | * 50% of respondents agree that the program has met one of their needs | * End of workshop survey (Slido) * Workshop survey (Slido) * Staff survey |
| 1. Is the model financially sustainable? | * # events delivered (including workshops, coaching program, other training, networking events, annual gatherings, think tank sessions, on-farm and business tours, interaction sessions) * # registrations per event * % of attendees that would pay $40 to attend the event * # attendees at each event * # partners/ external facilitators/ mentors at each event * $ Total program expenditure | * Average of 30 attendees per event * 30% of participants would pay to take part in the program | * Event log * 123tix analytics * Attendance logs * Partner attendance log * Workshop survey (Slido) (end of workshop) |

### Appendix 6: Monitoring data collection & analysis plan

|  |  |  |  |
| --- | --- | --- | --- |
| **Tool** | **Event survey (Slido)** | **Event survey (Slido) (end of event)** | **Post-event survey** |
| **Purpose** | Capture YF demographics and form the longitudinal baseline for monitoring data | Provides immediate feedback on each event | Forms the second longitudinal survey point (the baseline is the Event Survey), thus allowing us to see changes for YF that occur directly after event event |
| **Sampling** | All event attendees | All event attendees | 12 or more attendees per event |
| **Timing** | At the beginning of every YF event | At the end of every YF event | x months after each event |
| **Tool status** | Tool and practice currently in place. Questions need to be updated to reflect the monitoring plan | Tool and practice currently in place. Questions need to be updated to reflect the monitoring plan | Requires development Policies must be established for contacting farmers |
| **Storage** | Slido online storage. Potentially requires csv download to drive (will be answered when the second dashboard is developed) | Slido online storage. Potentially requires csv download to drive (will be answered when the second dashboard is developed) | Google Drive or Sharepoint |
| **Analysis** | Data broken down by age group, gender, farm type, ownership status, workshop, event type. Mean values to be provided for each breakdown. | Value frequency to be provided per event and per overall event type | Data broken down by age group, gender, farm type, ownership status, workshop, event type. Mean values to be provided for each breakdown.  Statistical t-tests applied to show changes over time |
| **Reports** | Program metric dashboard | Program metric dashboard | Program metric dashboard |

|  |  |  |  |
| --- | --- | --- | --- |
| **Tool** | **Event log** | **Attendance log** | **Partner attendance log** |
| **Purpose** | Records details of each event | Records attendance at each event | Records attendance of partners |
| **Sampling** | All events where attendees are present | All event attendees | All event partners, including facilitators and those mingling with the crowd |
| **Timing** | On the day of each event | At the beginning of every YF event | At the beginning of every YF event |
| **Tool status** | Tool and practice currently in place. May require adjustment to align data formats | Currently using paper- need to either upgrade to digital tool or allocate staff member to enter data after the event | Requires development |
| **Storage** | Google Drive | Google Drive | Google Drive |
| **Analysis** | Summary of total events, events by event type, and events by date | Total attendance by event and event type % of attendees that are 18-30 % of registrations that attended | Sum and average number of partners at each event, split by event type |
| **Reports** | Program metric dashboard | Program metric dashboard | Program metric dashboard |

|  |  |  |  |
| --- | --- | --- | --- |
| **Tool** | **123 tix analytics** | **FarmTable website analytics** | **Social media analytics (Facebook, Twitter, Instagram)** |
| **Purpose** | Collect event registrations | Understand which resources are being drawn upon | Understand our social media engagement |
| **Sampling** | All events | NA | Facebook, Instagram, Twitter |
| **Timing** | Before each event | Continuously | Continuously |
| **Tool status** | Tool currently in place | Website still under development | Tool currently in place |
| **Storage** | 123tix online storage | Farmtable website | Stored within each social media provider |
| **Analysis** | Sum and average registrations per event | Website visits, bounce rate, conversion to lower pages, most common resources | Reach and engagement per post |
| **Reports** | Program metric dashboard | Social media dashboard | Social media dashboard |

|  |  |
| --- | --- |
| **Tool** | **Financial reporting** |
| **Purpose** | Requires total expenditure per PDSA cycle, and subcontractors |
| **Sampling** | NA |
| **Timing** | Before each PDSA cycle |
| **Tool status** | Tool currently in place |
| **Storage** | Google Drive |
| **Analysis** | Manual entry into Google Sheet, then indicators are derived (see monitoring plan) |
| **Reports** | Program metric dashboard |

### Appendix 7: Evaluation plan matrix

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Criteria | Key Evaluation Question | Sub-Question | Data Needed | Data Collection Method |
| **Effectiveness** | 1. How effective was the YFBP in achieving its intended outcomes? | 1. To what extent are YF&F showing increased resilience? | * Changes (practice, norms, behaviour, attitudes) of YF&F * Feelings of belonging to a community, engagement with that community of YF&F * YF&F feel more valued and recognised as part of the primary industry * Increase in protective factors * Decrease in risk factors | * Case studies * Key informant interviews * Annual reflections * Continuous Improvement Reports |
| 1. To what extent are more YF&F demonstrating good business management practices? | * # and % of respondents that demonstrate business resilience according to definition in avatars * Changes (practice, norms, behaviour, attitudes) of YF&F as defined | * Case studies * Key informant interviews * Annual reflections * Continuous Improvement Reports |
| **Impact** | 1. What was the impact of the YFBP on YF&F? | 1. What contribution has the YFBP made towards YF&F increasing profit? | * Outcomes and changes | * Case studies * Key informant interviews * Annual reflections * Continuous Improvement Reports |
| 1. What contribution has YFBP made towards reducing the negative impact of crises on YF&F? | * Increase in protective factors * Decrease in risk factors | * Case studies * Key informant interviews * Annual reflections |
| 1. What were the unintended outcomes? | * Outcomes and changes experienced by YF&F * Outcomes and changes experienced by the broader rural community/agricultural sector | * Case studies * Key informant interviews |
| **Sustainability** | 1. Are the outcomes likely to endure beyond the YFBP? | 1. To what extent did we contribute to improved capacity of our sub-contractors in delivering services for YF&F? | * Changes in capacity experienced by the YFBP sub-contractors | * Key informant interviews * Continuous Improvement Reports |
| 1. To what extent do YF&F engaged in the program continue to draw on networks and other resources developed in the YFBP? | * Changes (practice, norms, behaviour, attitudes) of YF&F | * Case studies * Key informant interviews * Annual reflections * Continuous Improvement Reports |
| 1. To what extent do YF&F engaged in the program continue to apply business skills learned in the YFBP? | * Changes (practice, norms, behaviour, attitudes) of YF&F | * Case studies * Key informant interviews * Annual reflections * Continuous Improvement Reports |
| **Appropriateness** | 1. How well did we implement the YFBP? | 1. How efficient was the use of resources? | * Ways that the program has been established or modified to be efficient | * Key informant interviews * Document review |
| 1. Did we implement the program as intended? | * Adaptation and innovation * Demonstrating good governance and accountability * Informed by young farmer and fisher input * Usefulness of the PDSA approach | * Key informant interviews * Document review |
| 1. How appropriate is the YFBP model? | 1. Did we meet the needs of YF&F in NSW? | * How did our ability to meet the needs of farmers and fishers vary by category: e.g. disaggregate by gender, location (overlaid with resilience type), fisher/farmer etc? * Barriers and enablers to engagement with the program (accessibility) | * Key informant interviews * Annual reflections * Document review |
| 1. Is the model financially sustainable? | * How much did the program cost to implement? | * Document review |

### Appendix 8: Evaluation Data Collection Matrix

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Tool** | **Annual reflection activities** | **Longitudinal case studies** | **Key informant interviews** | **Document review** |
| **Purpose** | Through a series of reflection activities, we will present YF&F with our data and analysis from the year to date, get feedback from the YF&F on their interpretation of the data, as well as learn from their experiences. As part of the annual reflection we will also facilitate a review of the theory based on the data collected. | To build deep qualitative narratives around these YF&F through Stories of Significant Change (SSC); this tool asks program participants to firstly, identify changes (outcomes) as a result of the program and secondly to articulate which change has been the most significant and why. It is useful for eliciting program outcomes but also unexpected outcomes arising from the program. Both positive and negative changes are recorded. | Semi-structured interviews with three key groups - the YFBP staff, the Advisory Committee members and sub-contractors – to understand their perspectives of and experiences with the YFBP. The interview questions for this evaluation will be driven by the KEQs and data needs. In addition, the interviews will also help us to gain valuable insight into unexpected outcomes. | Key YFBP documents and analytics will be reviewed to collect data on program activities, both intended and implemented, as well as early outcomes. |
| **Sampling** | YF&F participants at the Annual Conference. | 20 case studies over the 3 years, (assuming we will retain 75%). We will work with YFBP team to identify participants ensuring a diversity of representation. | Key informant interviews will be completed on an as-needed basis with YFBP staff, Advisory Committee members and sub-contractors. | All documents related to the YFBP. |
| **Timing** | Annually as part of the YFBP Annual Conference | Annually, as negotiated with case study participants | Annually, as negotiated with interview participants | 2021 |
| **Tool status** | Requires development | Developed | Requires development | Drawing on existing data through YFBP documents, Continuous Improvement Reports and Annual Reflection Reports. |
| **Storage** | Google Drive | Google Drive | Google Drive | Google Drive |
| **Analysis** | Content analysis, thematic coding and grounded theory analysis | Qualitative Comparative Analysis (QCA), content analysis, thematic coding and grounded theory analysis | content analysis, thematic coding and grounded theory analysis | Content analysis |
| **Reports** | Annual Reflection Report | Summative Evaluation Report | Summative Evaluation Report | Summative Evaluation Report |

1. MERI Framework be reviewed as appropriate following PDSA cycles and after 18 months of program delivery. [↑](#footnote-ref-0)