



AMURT UK

AN EVALUATIVE SUMMARY OF ACTIVITY 2012-2015



COMPLETED BY CAN INVEST
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Authors:

Greg Woolley
Ann Sanders
Rohan Martyres

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Right: Community class leader Jan Spirit plates up some delicious Ital food. Photo: © Tanya Harris





INTRODUCTION

AMURT UK was founded in June 1986. AMURT stands for Ananda Marga Universal Relief Team and UK denotes our location. Their projects in the UK consist of the homeless feeding program, the Made in Hackney Local Food Kitchen, and the management of small-scale grant giving to international AMURT locations and their projects. Overall, AMURT UK is committed to five overarching aims:

1. Grassroots community development
2. Develop local food systems and skills that are good for people and planet
3. Relieve poverty, distress and sickness by enhancing health and wellbeing
4. Assist and support those suffering from homelessness
5. Raise funds to allocate in the form of small grants to projects in the majority world to relieve sickness, aid development and respond to disasters

The Feeding Program which is fully coordinated by volunteers focuses upon the third of these objectives by feeding over 300 people in Holborn, central London and over 80 people in Liverpool every week. In London meals of fresh produce are cooked and distributed by volunteers to mainly homeless individuals, whilst in Liverpool a mobile kitchen is used to serve breakfast meals to refugees and asylum seekers. Clothing, footwear, books and toys are also distributed.

The fifth objective is due to the work of the small-scale grant giving programme which disburses 1-5 grants of £300-£4000 per year. They are designated for international projects in countries where a small amount of money can have a huge impact, often saving lives. These funds are generated through the donation of profits from AMURT's sister company; The Food For All Shop.

Made in Hackney (MIH) is the core activity of the organisation, representing approximately 90% of income / expenditure, and therefore is the main focus of this evaluation. It is an eco-community kitchen with the following manifesto; "We believe everyone should have access to healthy, affordable food that's good for people and planet" and in following aims to deliver against the first three of AMURT UK's aims listed above.

Outputs and activities

MIH delivers on this manifesto and its aims through delivering two primary services – community classes and cookery and food growing courses – that target hard to reach, vulnerable and marginalised members of the community. The specific aims of these classes and courses are to:

- help people to lead more environmentally sustainable lives
- enhance participant’s health and wellbeing and therefore positively contribute to health inequalities
- help people gain employability skills and experience
- encourage community cohesion

Other services delivered by MIH include Masterclasses and One Day / One-off bookings.

A summary of these activities and associated outputs are provided in Table 1 and Table 2 below.

Table 1: MIH Activity Groups

Activity	Primary funder	Details	Example subject areas
Cookery & food growing courses	Children in Need Hackney Public Health Citybridge Big Lottery Local Food	Weekly sessions for 4-6 weeks, 2 hours long. Led by professional food growers and cookery teachers, supported by volunteers.	Cooking for Life Made to Sell International Cuisine Seed to Plate
Community classes	Hackney Giving	‘One-off’ sessions, 2.5 hours. Led by volunteers who we train to adapt recipes to our food policy	Vegan Baking, Feed 4 for £3, I Italian Cookery
One-off bookings	Clients (organisations)	Same formats as courses and classes described above (dependent on client requirements).	Healthy Breakfasts Fifteen Minute Meals Healthy Snacks
Masterclasses	Individuals	Life enriching, well-being enhancing classes led by expert guest foragers, nutritionists, herbalists and chefs.	Raw Food Detox Chocolate Making Eating for Optimum Health
Employer days	Clients (organisations)	Team building days	More to lunch than sandwiches Eating for Optimum Health Preserving

Table 2: Number of participants by activity per year

Activity	2012	2013	2014	2015	Total
4-6 week courses	31	204	160	420	815
Community classes	51	232	227	244	754
Masterclasses	N/A	92	219	229	540
One-off bookings	N/A	8	158	94	260
Total	82	536	764	987	2369

CASE STUDY

Betty Lwigale & guide dog Penny

Group attended with:
East London Vision

Course: Cooking for Life

"I'm using the healthy living and cookery tips that I learnt at Made In Hackney every day. I use olive oil instead of veg oil. Herbs and spices instead of salt. I now make my own bread – it's so much better than shop bought. Instead of snacking on crisps and biscuits I have fruit. And I now cook lentils which is something I never knew how to do. It was a wonderful bunch of people. We all had our difficulties but we came together, put them aside and had fun and learnt something new. When the course ended I missed it. I would like to do more."



Intended objectives / outcomes

In order to achieve these aims it is the objective of teachers and class leaders to provide learners with the opportunity to:

- develop practical skills to feed themselves and their family as healthily, ethically and environmentally sustainably as their budget allows.
- increase knowledge, awareness and understanding of key issues such as;
 - reducing waste,
 - eating seasonally,
 - what is organic,
 - buying local
 - how daily food choices can help tackle global issues such as climate change, economic inequality and diet-related mental and physical ill health.

MIH believe these classes and courses are best provided to groups, rather than individuals, as it provides for: more effective learning, participants to share information, and to help strengthen networks and relationships individuals in a safe yet novel environment.

This course changed my life. I didn't know how to use my kitchen and now I can share cooking with my wife. I'm growing salad. I'm buying mainly organic food. It's totally changed how we eat as a family. Thank you Made In Hackney.

Rasheed Mahmood
Course: Cooking For Life at
Sebright Childrens Centre

EVALUATION FRAMEWORK

The purpose of this evaluative summary is to demonstrate and evaluate AMURT UK’s performance against its key aims and objectives. This document aims to fulfil the requirements of the Big Lottery Reaching Communities Fund, specifically in relation to AMURT UK’s Stage 2 application.

In order to evaluate the quality, value and direction of AMURT UK, the following key questions have been focused upon:

- Who exactly benefits from AMURT UK’s work?
- What outcomes and impact has AMURT UK produced for those beneficiaries?
- How can AMURT, and particularly its project MIH, improve on quality of delivery?
- How might AMURT and particularly MIH extend its impact further?

The method of evaluation was a combination of quantitative analysis of post-course participant surveys, and qualitative analysis of transcripts (from a focus group and case studies interviews of participants) and interviews with key staff members.

All survey data and qualitative feedback has been selected by MIH. As this is the first time MIH has attempted to bring together such disparate data sources, there is a limitation to the amount of data available and therefore used within this report. However, overall it is felt the data provides a fair representation of MIH’s work. This process has highlighted the need for MIH to improve data collection and processes in some areas to help inform future, robust reporting. This is referenced in following sections in more detail.

Table 3: Evaluation sources

Source	Details
Post-course participant surveys	Sample sizes up to 70 participants (approx 50-70% of total attendees)
Focus group	Group of 12 (inc. participants and volunteer class leaders/hosts)
Case study interviews	7 interviews with previous and current participants
Interviews with staff members	5 interviews across 3 members of staff

Evaluation team

This evaluation has been completed by CAN Invest and Ann Sanders.

CAN Invest, part of the charity and social enterprise CAN, is a leading UK social impact consultancy and niche social investor. CAN’s vision is of a social economy buoyed by a thriving social enterprise market and has a mission to help social entrepreneurs achieve it. The CAN Invest team have strong technical expertise in all aspects of impact strategy and impact measurement, and provide robust yet practical solutions that are appropriate to the wider business context of each charity or social enterprise we work with.

Ann Sanders is a freelance consultant and interim manager supporting organisations and individuals to work more effectively. She has a wealth of experience in the VCSE sector, including 8 years working at the New Opportunities Fund / Big Lottery Fund, and has strong expertise in risk management, strategic planning and design & implementation of policies and procedures.

EVALUATION FINDINGS

This evaluation focuses upon demonstrating the successes, challenges, and learning points of AMURT UK’s core project MIH in terms of:

- Who does AMURT UK and MIH benefit?
- What impact is achieved?
- How does it achieve its outcomes and impact?

Who does AMURT UK and MIH benefit?

Successes

- Interviews with MIH staff highlight that the project successfully helps a range of diet or cooking related need groups, which can be grouped into 3 core groups:

Table 4: Categories of user groups

Group	Examples
Specific Needs	BAME groups, young people in care, long term health problems
Local Community	The elderly, low income families
Cross socio-economic groups	Groups of low-income families to middle income families all with a shared interest of healthy eating

- MIH have a strong awareness of the range of specific issues different groups face and are committed to tailoring their courses and classes as appropriate. The four broad categories of issues are:

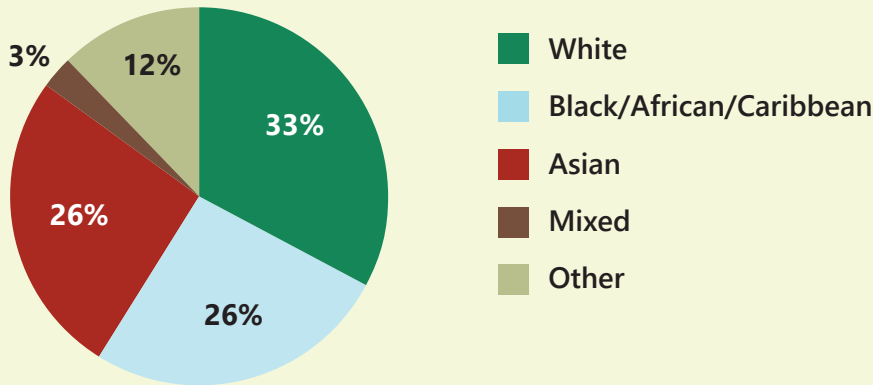
Table 5: Categories of needs

Category of Need	Examples
Equipment	Minimal hob availability, no oven
Space	Shared kitchen (therefore reduced time to cook)
Lifestyle	Long term health conditions such as deaf and blind, stroke survivors
Cultural norms	Expectations of family and friends, celebration foods, gender stereotypes

Challenges

- A diversity of participant ethnicity was consistently referenced in interviews with MIH staff members however demographic survey data of participants is limited. For example, in some surveys, only 50% of respondents answered the question on ethnicity. However, the available ethnicity data suggests a relatively diverse population:

Chart 1: Ethnicity of participants



- The availability of age data was also sporadic across 4-6 week post completion surveys. However, the data available shows that a range of age groups participate in MIH courses. The average age of participants for 4-6 week courses and Community classes is listed below in Chart 2. Age data for Children in Need is displayed separately in Figure Chart 3, to negate skewing of data, as the program is uniquely targeted at a young audience.
- Data on gender, income, and location of residence was collected too rarely to be compared.

Chart 2: Age of participants* (exc. Children in Need course)

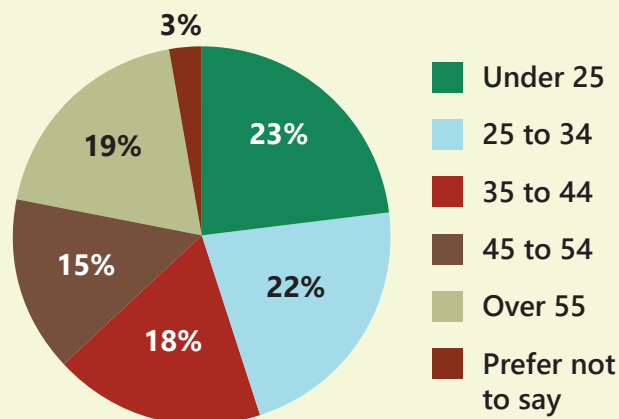
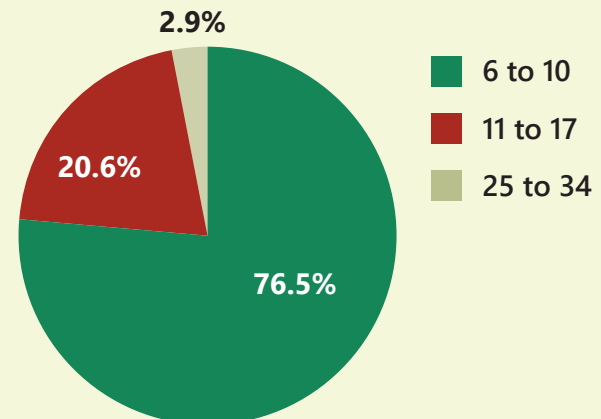


Chart 3: Age of Children in Need course participants



* Some 4-6 week courses and Masterclasses are excluded here because data were unavailable.

Learning

- Capturing the specific needs of participants consistently would enable in-depth analysis of course success versus extent and type of participants' needs
- Further participant demographic data is required to help analyse:
 - Engagement success by different groups of need, age groups, ethnicities, cultures
 - Achievement of outcomes by different groups of need, age groups, ethnicities, cultures
- This analysis will help the iterative design of courses and classes and their relevant success rates with participants

I stopped cooking when I lost my sight. Now I've been inspired to have a go again – it's brilliant. It also inspired me to exercise more.

Richard Hart

What impact has AMURT UK and MIH achieved?

Successes

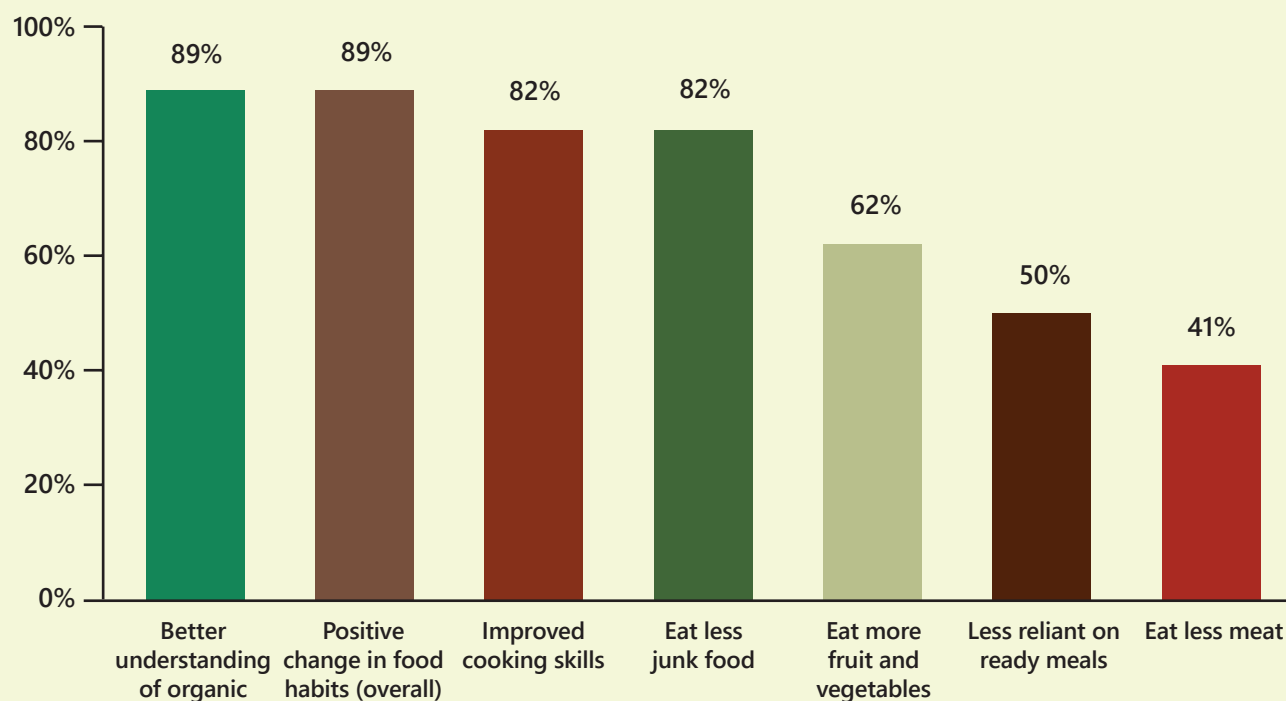
- A range of core outcomes were evidenced consistently across both qualitative and quantitative data sets. Such core outcomes are summarised in Table 6 below alongside examples of supporting qualitative data whilst the extent of their presence is demonstrated in Chart 4 below:

Table 6: Core participant outcomes and supporting qualitative data

Core participant outcomes	Supporting qualitative data
Improvement of cooking skills	<i>"I learnt many things like making my own soup. I didn't know how to use my kitchen, now I know."</i> – Cooking for Life course participant <i>"...learnt new recipes and a variety of how to cook vegetables and fruits, including food from other cultures, e.g. Japanese, Indian, Italian"</i> – Community Class participant
Positive change of food habits: <ul style="list-style-type: none"> • Eating more fruit and vegetables • Eating less meat • Eating less junk food • Less reliance on ready meals 	<i>"...changed person, make sure there are vegetables. Used to drink cola a lot, but stopped completely – now drink smoothies of fruit and vegetables."</i> – Cooking for Life course participant <i>"...stopped cooking as eyes got worse, so ready meals were easier for myself. But now got bugged again and trying new things."</i> – Cooking for Life course participant <i>"Used to eat plenty of meats that's why I had a big belly, stopped that, now I'm having lots of vegetables and boiling instead of frying."</i> – Community Class participant
Increased understanding and awareness of organic foods	<i>"...helped me understand different rices, pulses, beans, before it was usually baked beans ad black eyed peas. It introduced me to a wider range and what I can do with them."</i> – International Cuisine course participant
Increased health and well-being	<i>"Yes when I started eating the healthy diet full of vegetables and fruits, I've felt a change in my weight, and now can walk long distances"</i> – Cooking for Life course participant

In particular the collated survey responses below show MIH courses have had significant impact in the following areas, with the majority of responding participants (+70%) indicating a positive change; *Improved cooking skills, better understanding of organic, eating less junk food, (overall) positive change in food habits.*

Chart 4: Percentage of participants indicating a positive impact following the course or class (per outcome)



The percentages shown are aggregated percentages across multiple courses and classes. Variance in % of positive changes ranged across different outcomes; with as little as 1% variance for 'Better understanding of organic' however 27% for 'eat more fruit and vegetables'.

In some cases, the 'indication of a positive impact' has been calculated by aggregating answers of both "yes, definitely" and "yes, a little" or "strongly agree" and "agree".

- Additional outcomes were also evidenced, but not as commonly in terms of their inclusion in participant surveys or in participants' qualitative feedback. These were:

Core participant outcomes	Supporting qualitative data
Increased mental well-being	<i>"I feel more connected to my local community and economy which has a positive impact on my mental wellbeing."</i> – International Cuisine course participant
Community cohesion	<i>"...wonderful, wonderful bunch of people and very interesting class – sad to stop it. We all came together and we all had difficulties – we put them aside and had a lot of fun."</i> – Cooking for Life course participant <i>"...coming together with others is what made the experience so fulfilling and I looked forward to seeing the new friends made on the weekly workshops."</i> – International Cuisine course participant

CASE STUDY *Clive Miller*

Class participant & volunteer host

"Volunteering for Made In Hackney has enabled me to be around like-minded people and learn more about plant based food. How to prepare it and cook it. I've been off work sick for some time and this gave me something positive to do while I was recovering. I think the training Made In Hackney offers is very good. I've done my Food Hygiene, Emergency First Aid, Social Media – all very informative. It's given me a lot of experience to talk about in job interviews as I would like to follow a career path in plant based food."



Examples of relevant survey responses are included below:

Chart 5: Participants indicating a positive impact in terms of mental well-being

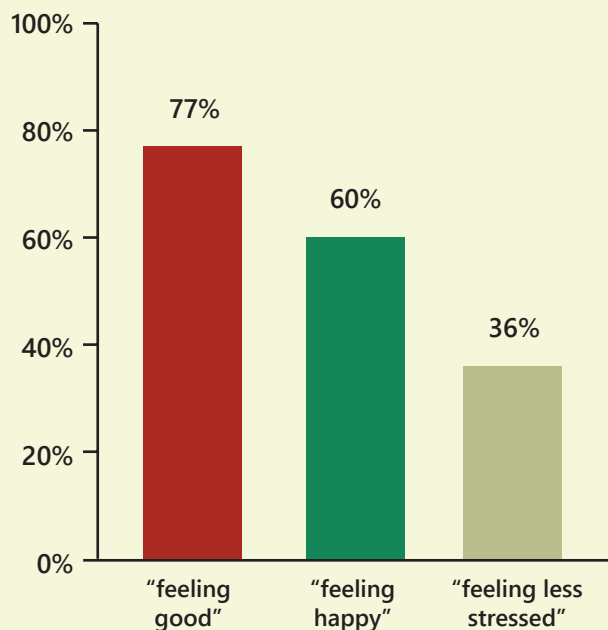
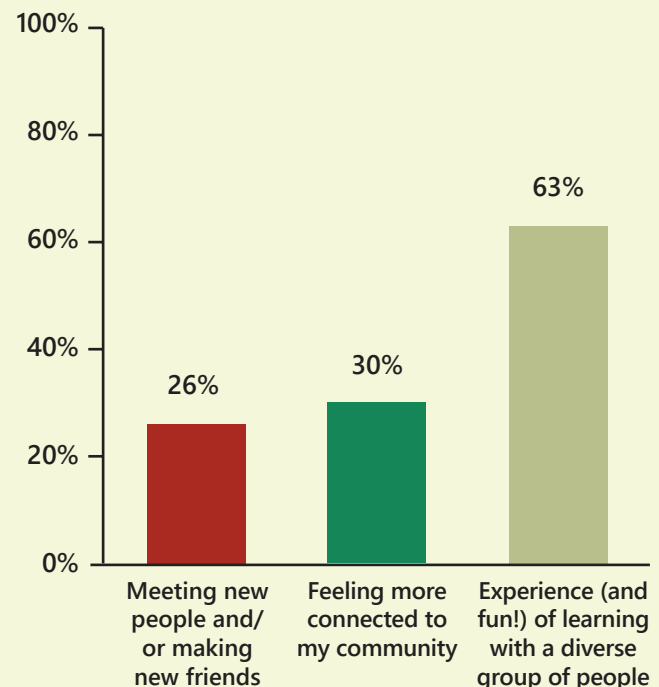


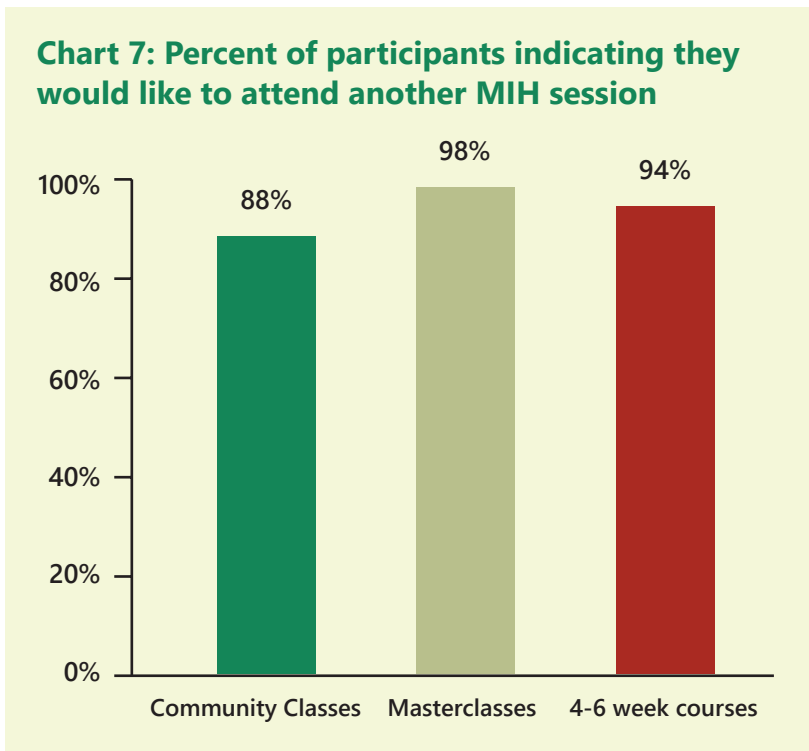
Chart 6: Participant's indication of other benefits





Hackney North & Stoke Newington Labour MP Diane Abbott (far left) visits a Made In Hackney cookery class

- Positive results in terms of the likelihood of people willing to come back to attend other session. Considering data available at least 88% of participants indicate they would like to attend another MIH course or class.



Challenges

- The availability of Masterclasses survey data was minimal because the revenue generating course does not necessarily have the same ambitions as other programs and is less able to request data from participants.
- Question structures (focused upon the same subject/content) vary from survey to survey meaning aggregation of results is difficult and less accurate

Learning

- Designing more comparable questions and answer formatting (i.e. Yes; No; Maybe vs Yes, definitely; Yes, a little; Maybe; Same as before; I was careful before)
- Investigate further the connection of community cohesion. MIH believes there is a benefit in getting “different” people together (and while there may be an important benefit of social mixing), most qualitative data suggests the benefit is from getting like-minded people together.
- Surveys to correspond to organisational goals, more than funders’ demands. Currently very difficult to identify what the organisation is trying to do or which activities are designed to reach particular aims
- Investigate the connection between being a service user and a volunteer, this high level of engagement seems to have add-on benefits not experienced by those who are just service users or just volunteers.

I'd been a carer for many years and subsequently my own health suffered. The course has been a way for me to focus on myself for the first time in years. Meeting new people and the social aspect has been as good for me as the food.

Susanne Bergmann

CASE STUDY *Cigdem Dogus*

Made In Hackney Community Class Leader, Turkish Feast & Turkish Gozleme

“I felt really happy when I’m teaching the people and see how they’re interested and like my cooking and want to find out about Turkish food. I was surprised how much information they could find from me. They ask me all different things and I felt very happy when I can answer them. It’s a very friendly class, people are very kind – all willing to learn lots of tips. I feel really happy afterwards and proud of myself, yes, that they’re learning something from me, makes me so happy. Good feeling. I feel more comfortable public speaking. Before the first class I was so nervous and embarrassed. I thought maybe they wouldn’t understand me because of my lack of words. I teach them cooking. They teach me to be comfortable talking to crowds.”



© Christian Sinibaldi



The team from Irish health support service Mind Yourself learn how to grow their own cut and come again salad

How MIH delivers its outcomes and impact

This section focuses on quality of delivery or “ways of working”. In order to understand how AMURT’s approach to delivery contributes to its ability to achieve impact for its MIH beneficiaries, a set of documents were reviewed and three staff members contributed information on the following topics (one in writing, two by interview) in relation to:

- Tracking and demonstrating impact
- Project design and planning (including identifying need, setting objectives etc)
- Project management (i.e. day to day delivery of activities)
- Financial planning and management
- Reaching potential beneficiaries
- Consulting beneficiaries and / or involving them in project design and delivery
- Recruiting and retaining skills and expertise (staff / volunteers / apprentices)
- Partnership working

“I have lost weight eating this way. I used to waddle. Now I sprint like a duck.”

Roseanah Paradzay

“I’ve stopped eating meat. I feel so much better.”

Celia Burden

Tracking and demonstrating impact

Successes

- The diverse methods of collecting beneficiary feedback (e.g. qualitative in form of comments recorded at end of each session, case study interviews, pre and post course evaluations, sample surveys to capture long term impact 3-6 months after course, twice yearly face to face feedback evenings) provide information on performance from a range of perspectives.
- Regular evaluation information is provided for funders
- Feedback from partners is obtained by surveys
- The use of Survey Monkey to enter feedback data means provides trends and patterns in results which can be used to improve service delivery for beneficiaries
- There are compelling case studies compiled from service users, volunteers and apprentices.

Challenges

- Obtaining written feedback from beneficiaries
- Different evaluation formats for reporting to different participants and funders
- The lack of a shared project management tool
- Staff capacity to manage and analyse data
- Limited capacity to publicise and share learning about impact

Learning

- Needs to ensure more effective response rate (in general and especially on demographic data questions)
- There is an intention to bring in external evaluation skills and increase staff capacity for evaluative work.
- Face to face feedback is valued by many beneficiaries and more provision for this is planned. There is also evidence that some groups are willing to engage with long term impact evaluations which is an area to be explored
- Learning about designing surveys has been applied, e.g. developing more efficient surveys for reporting to Public Health Hackney
- A new section of the website dedicated to impact has been introduced

CASE STUDY *Sophie Dilly*

Made In Hackney volunteer host

"My experience as a volunteer 'class host' has really opened my eyes to the different career options that are available to me and has given me the confidence to consider applying for jobs which involve healthy eating and teaching cookery. It has also motivated me to start thinking about further education in nutrition and perhaps some more advanced, cookery training. Moreover I feel inspired by the people I have met along the way. I definitely would recommend getting involved."



Project design and planning

Successes

- Need has been based on appropriate evidence e.g. health and wellbeing statistics for Hackney's population, relevant local and national studies.
- Objectives are based on desk research e.g. World Health Report, Public Health England Eat Well Plate research and information from relevant organisations such as British Heart Foundation and Mind
- There has also been consultation with public health nutritionists, local third sector organisations working with groups most in need and, via these partners (e.g. housing associations, local charities), consultation with potential target beneficiaries to ascertain levels of interest and shape course content.

Challenges

- Securing meetings with strategic level partners (e.g. NHS, Public Health, Learning Trust) at the beginning of the project and developing relationships with established service providers.
- Difficulties with the kitchen building project

Learning

- Developing relationships at strategic level at start up stage requires considerable time and persistence, with some relationships taking longer than others, and some of the most effective partnerships can be with more grassroots organisations e.g. community, charities
- There has been useful learning on managing and budgeting for building projects – in future more time and budget would be allocated for set-up and contingencies.
- An updated 3 year business plan is in development

Since going on the courses my blood pressure has gone down.

Audrey Jaisingh

I no longer have meat in all my meals.

Shamsa Faruki

Community Class Attendee

CASE STUDY *Andi Gaywood*

Made In Hackney volunteer host

"In 2012 I graduated with a degree in Nutrition but I soon after became very ill and it laid me up for 3 years. As I'm starting to get my energy back Made In Hackney has been a way for me to get back into the area I've always wanted to work in. I've enjoyed helping people. One recipe at a time you can change someone's life – which makes me feel like it's all been worth it. It's a ripple effect of positivity. I really enjoyed the Nutrition Training Made In Hackney offered as it refreshed me on all the information I'd learnt doing my degree that had got clouded during my illness. It was just the buzz I needed and I'm now getting back into my books to refresh my knowledge."





Project management (i.e. day to day delivery of activities)

Successes

- Project meetings take place on a weekly basis and have enabled the team to review progress, address issues and adapt delivery in response to the latest sets of beneficiary feedback on content and planning (e.g. improvements to booking processes, venue information etc.)
- Weekly meetings are timed to enable all core staff (who all work part-time) to attend and have proven to be an essential feature of effective project management

Challenges

- Part-time working and limited staff capacity means that project delivery relies heavily on staff flexibility and motivation to work extra hours if necessary.

Learning

- Weekly outdoor walking meetings have been effective and motivating
- Regular shaping and adapting of services in relation to feedback has enabled services to evolve and continually improve.
- Future project planning has been informed by learning about the level of staff resource required to deliver exemplary services.

Financial planning and management

Successes

- Financial planning has been cautious with conservative forecasts of earnings in the first few years, thus there have been few major issues with financial stability.
- Costs have been thoroughly researched and budgets and cash flow have been regularly reviewed.
- The project has generated 40% of its income and is now working towards increasing this to 50%-60%.

Challenges

- At the start up stage there were no reserves or income streams to cover unexpected costs, e.g. equipment breakages
- Part-time working has made it difficult to organise budget review meetings and for all key staff to meet and discuss financial planning at a more strategic level.

Learning

- Budget forecasting has improved further, based on practical delivery experience and the information resulting from service user consultation.
- The project could benefit from some additional expertise to support financial planning at a more strategic level and to support the social enterprise model.

“I’ve tried loads of new vegetables and am checking out different farmers markets.”

Lilly Chung



The guys from Deaf Plus had a great time learning how to cook healthy, affordable meals

Reaching potential beneficiaries

Successes

- There is an outreach strategy which includes a mix of approaches to engaging with potential beneficiaries e.g. door to door flyering, postering, banners, events, consultation meetings, engagement with groups, social media, one-to-one flyering outside key venues, social media and digital platforms.
- The project has developed relationships with a range of local partners working with diverse target groups in need, e.g. Deaf Plus, East London Vision, Mind Yourself.
- Clear messages have been developed about benefits of engagement with the project either as volunteers or participants.

Challenges

- In some cases reaching potential beneficiaries has been challenging as a result of unreliability of project officers in partner organisations, or poor relationships between third party organisations, such as housing associations, and their own users.
- Outreach work has been very time-intensive for a small team of part-time workers

Learning

- Outreach methods have been adapted and tailored to the needs of different areas or communities, for example ensuring enough dedicated consultation time for harder to reach groups such as long-term homeless or parents with addiction issues and tailoring the consultation to provide site visits, taster sessions etc.

Consulting beneficiaries and/or involving them in project design and delivery

Successes

- Meeting with beneficiaries prior to starting each course
- Reviewing feedback on a weekly basis and incorporating this immediately into delivery
- Maintaining dialogue throughout the course about learning styles or what will be most effective in supporting changed eating habits and being flexible on course content to reflect these needs
- Holding bi-annual feedback sessions with beneficiaries and volunteers
- Holding monthly appraisals with volunteers
- At the end of the course introducing a "what's next" document that outlines ways beneficiaries can remain engaged for example by becoming volunteers or joining the steering committee

Challenges

- Getting people to attend consultation sessions at any point in the day as different time period propose unique challenges for participants.
- Encouraging people to remain involved once the course has ended – the main barriers are finding time during busy classes to communicate about these options and overcoming people's lack of confidence to engage in other ways such as joining the steering committee.

Learning

- The extent to which people want to engage and remain involved has been unexpected but welcome – a document has been produced to provide more information on options.
- There is also a lot of interest from beneficiaries in meeting participants from other courses and gaining social benefits from their involvement.
- There is scope for making opportunities such as joining the steering committee feel more accessible.

CASE STUDY *Farook Bhabha*

Group: Public health funded
Cook & Eat sessions

Course: International Cuisine

"I learnt about the simplicity of cooking and how to prepare nutritious meals without fuss. Plus taking away recipes from sessions has been very helpful for replicating at home. I am cooking more than ever before and my fruit and veg consumption has increased. Coming together with others is what made the experience so fulfilling and I looked forward to seeing the new friends made on the weekly workshops. It also highlighted other organisations locally which I have been able to visit. I feel more connected to my local community and economy which has a positive impact on my mental wellbeing. Physically, I have benefited. I have not had a cold for over 6 months now!"





Recruiting and retaining skills and expertise (staff/volunteers/apprentices)

Successes

- Staff retention is high which has enabled knowledge and skills to develop and supported the project to maintain consistency of approach
- Volunteer retention is also high and there is now a waiting list. Volunteer apprenticeships are for a minimum of three months but some stay for up to twelve months. Usually volunteer apprentices' reason for leaving is to move into employment.
- A range of training is provided for those delivering activities (staff and volunteers), for example in social media, nutrition, first aid and food hygiene.
- Apprentices help with a range of functions and these are tailored to individual interests and skills, e.g. administrative work, organising masterclasses, research.
- Apprentices receive monthly appraisals and an end of apprenticeship evaluation. Recent examples of apprentices moving into paid employment include one moving into a position in hospitality, one into food retail and one as a key worker with people with learning difficulties.

Challenges

- The logistics of incorporating apprenticeships into the weekly timetable can be challenging particularly planning around changing circumstances.

Learning

- The importance of offering a range of training to volunteers is empowering and supports retention.
- There may be a need to reorganise the days apprentices come in, in order to create more staff capacity to manage other tasks.

Partnership working

Successes

- The network of partners has expanded over time, which has increased the number of people attending the programme and raised brand awareness.
- As relationships with partners have developed, they have enabled the service to develop its offer for specialist needs such as those with visual or hearing impairments, or young stroke survivors.
- The project is now known across and beyond London (for example it was invited by Public Health Hackney to participate in an event in Oxford as a model of good strategic partnership).
- The project is now regularly consulted by other projects aiming to set up community kitchens or similar activities.
- Strategic partnerships continue to develop – e.g. with the Manor House Development Trust, Growing Communities and Spitalfields City Farm.

Challenges

- Some partnerships can take a long time to develop and be time-intensive.
- It can be difficult to predict how well partners will perform in relation to outreach, beneficiary numbers or communication.

Learning

- Ineffective partnerships need to be concluded constructively and relatively quickly
- A broad partnership base is important in order to reach higher numbers and a wider range beneficiaries
- Ensuring long term effective partnerships are recognised and celebrated

CONCLUSION AND RECOMMENDATIONS

This evaluative summary has enabled a review of AMURT UK’s core project, MIH. It has shown that the project is positively contributing to two of AMURT UK’s overarching objectives; (i) *develop local food systems and skills that are good for people and planet*, (ii) *relieve poverty, distress and sickness by enhancing health and wellbeing*. The data presented also shows that MIH is also potentially contributing to a further overarching objective; *grassroots community development*, however the demonstration of impact in this area is less clear. It is recommended that AMURT UK evaluate their full portfolio of activities to fully understand the correlation between activities and organisational objectives.

In summary, MIH is delivering responsive and creative projects to bring affordable and healthy food to a range of beneficiaries in Hackney. The small and highly motivated team demonstrate good project planning and management. On the basis of information provided the organisation appears to be well regarded by partners and highly valued by beneficiaries and volunteers. Insights and recommendations have been presented throughout under “learning” sections; but at a top level the main areas to be developed to enable the organisation to grow further are:

Made In Hackney is delivering responsive and creative projects to bring affordable and healthy food to Hackney residents

- Securing funding to increase staff capacity and engage some full-time staff resource
- Engaging some expertise to support further development of the social enterprise model
- Updating the three-year business plan
- Collecting common, consistent data on user groups, outputs and outcomes across all programmes aligned with MIH and AMURT UK’s objectives, to enable analysis of the suitability of services for different user groups
- Developing internal capacity for ongoing evaluation and demonstration of impact



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The MIH A-team! Community class leader Jah Spirit shares a laugh with project manager Caroline Rognon and community class leader Ogu Nnachi

APPENDIX

“Ways of working” – evaluation questions

The overarching question is: how does AMURT’s approach to delivery contribute to its ability to achieve impact for its beneficiaries?

Specific evaluation questions are listed below.

Sources of evidence in addition to interviews are to be added.

For each of the following delivery areas (1-9 below):

- a) How has AMURT’s approach contributed to making a difference for beneficiaries of the Made in Hackney programme?
- b) What have been the main challenges?
- c) What is the learning from these successes and challenges and how will it be applied in future work?

Delivery area	Sources of evidence
1 Project design and planning (including identifying need, setting objectives etc)	<ul style="list-style-type: none"> • Interview • Documents
2 Project management (i.e. day to day delivery of activities)	<ul style="list-style-type: none"> • Interview • Documents
3 Financial planning and management	<ul style="list-style-type: none"> • Interview • Documents
4 Reaching potential beneficiaries	<ul style="list-style-type: none"> • Interview • Documents
5 Consulting beneficiaries and / or involving them in project design and delivery	<ul style="list-style-type: none"> • Interview • Documents
6 Recruiting and retaining skills and expertise (staff / volunteers / apprentices)	<ul style="list-style-type: none"> • Interview • Documents
7 Partnership working	<ul style="list-style-type: none"> • Interview • Documents
8 Getting feedback from stakeholders (e.g. beneficiaries and partners)	<ul style="list-style-type: none"> • Interview • Documents
9 Tracking and demonstrating impact	<ul style="list-style-type: none"> • Interview • Documents

Focus Group Script

Name:	
Your interaction with project (e.g. which types of sessions have you attended and how many):	

Question:

*Because of XXXXX activities...Have you changed any of your behaviours?
(i.e. do you do anything you didn't do before?)*

<i>Which behaviours and to what extent?</i>	
<i>How did the project help with this?</i>	
<i>Why did you do this? Or why didn't you? Why is this important to you?</i>	

Question:

Because of XXXXXXXXX activities...Has anything else happened that you would like to talk about?

Please provide details of 'anything else' that happened	
<i>Why did things happen? Why didn't they?</i>	

