



## Big Bocs Bwyd Evaluation – Baseline Phase

### Project Background

In 2018, Cadoxton Primary, through its charity group Cadog's Corner, launched a Pay As You Feel shop from the school community space. Food was sourced from the charity Fareshare and other local supermarkets/shops (e.g. Morrisons, Lidl and Greggs). By 2019, it became apparent that demand was rising and a dedicated space was required. The idea of installing and converting a shipping container into a shop was born and fundraising to purchase and convert a shipping container began. The shop was ready to open in March 2020.

During the initial COVID lockdown the 2 neighbouring schools (Oakfield and Cadoxton) started delivering parcels to families identified as the most vulnerable. This ensured ongoing contact with those families whilst also providing vital support to them. School staff were delivering to up to 280 families a week during the first lockdown.

When school reopened after the initial lockdown, it was clear that ongoing support was still vital.

The headteacher was keen to also work in partnership with Oak Field Primary school so a grant was successfully sought and a similar shipping container shop, christened The Big Bocs Bwyd (BBB) was installed to serve both schools and their communities. Both boxes are currently open 4 days a week and records of usage are compiled on a weekly basis.

Anecdotal feedback from families illustrates how supported and cared for they feel and what a lifeline the food/resource packs have been to them.

This initial BBB project appeared to fulfil a number of needs:

- It helped to address food poverty – ensuring affordable (in some situations, free) food was available to families that had been discretely identified as vulnerable by the school

- It helped to ensure links between the most vulnerable families and the school were maintained

The BBBs will eventually be supported with learning resources, videos and 'how to' knowledge, with the input of subject-matter experts as necessary. These resources will be developed during phase 2 of the project.

Following on from the success of these 2 initial boxes, the Head of the schools secured £100k from the Welsh Government to introduce the concept into 5 more schools. Those schools are based in the Welsh Valleys, where there is high levels of deprivation, food poverty and poor health.

This 5 Valleys schools phase of the project is building on the inspiring start made at the initial 2 Barry schools, where they have proven the value that the BBB approach creates for pupils, parents and the wider community. In addition, early indications are that even using a Pay As You Feel concept, there is opportunity for profit which can offset the running of the BBB projects.

As the 5 schools are based in the Welsh Valleys (see figure 1 below), the Valleys Regional Park (VRP) Programme now provides support through taking a Project Management and evaluation role, plus funding for the promotional film and physical support with the growing/landscaping etc. at the schools via their Guardians scheme delivered by Groundwork Wales

Film - <https://www.youtube.com/watch?v=CIPfx7YyBwE&t=10s>  
[https://www.youtube.com/watch?v=B7tTbs\\_LqSs&t=26s](https://www.youtube.com/watch?v=B7tTbs_LqSs&t=26s)

The 5 schools in this phase will serve as a pilot that will be evaluated to gauge if their \*objectives are on track to be met. If so, there is potential for the concept to be centrally funded (other models for funding will also be explored) and rolled out to all interested schools in Wales.

## **Project objectives and desired outcomes**

The BBB hubs comprise of an attractive Pay As You Feel shop in the modified shipping container, additional secure storage (2<sup>nd</sup> smaller container), raised beds and small group meeting space. Some schools also have additional growing spaces, woodlands, poly tunnels, bee hives etc. that enhance the BBB shops.

The BBB project takes a phased approach (see Appendix 1) and in phase 1 the measurable \*objectives are to install 5 BBBs that will:

- Contribute to the reduction of food poverty/food insecurity via the 'Pay As You Feel' shop
- Help improve nutritional intake

- Help improve the wellbeing of the families who use the BBB
- Increase parental involvement in ways that suit them (e.g. buying from the Pay As You Feel shop, volunteering with food growing aspects of the projects etc.)
- To share lessons learnt with the next phase of BBB installation
- To develop learning resources that will ensure BBBs become a focal point for experiential learning about food
- Measurably reduce food waste

### Current position on the BBB installation at the 5 Valleys schools

At a cost of around £20,000 each (£100,000 total), the BBB containers have now been delivered and are now also fully fitted out.

Figure 1. – Valleys based schools

School	Anticipated opening
St Margaret's Roman Catholic Primary, <b>Aberdare</b>	Opened late May
Ammanford – initially a group of 3 schools working as a hub ( Ysgol Bro Banw, Ysgol Gymraeg, Rhydaman, Ammanford Nursery School, <b>Carmarthenshire</b> , now being led by Ysgol Bro Banw	Interior completed (delays due to Carmarthenshire County Council requesting they fit out the BBB). Launch date to follow
Cyfarthfa Primary School, <b>Merthyr</b>	Opening September
Garth Primary School, <b>Bridgend</b>	Hoping to open prior to the end of the term
Cwmfelin Primary School, <b>Bridgend</b>	Hoping to open prior to the end of the term

## Evaluation

The 5 BBBs will be subject to a phased, mixed method evaluation (Appendix 2). Qualitative and quantitative data will be collected in order to evidence how these 5 BBBs have progressed and to ascertain success against the objectives.

This first phase report relates to data collected from an initial online questionnaire to parents (Appendix 3) and a short case study template completed by the schools.

This will give a baseline from which to measure direction of travel for the next phase of the evaluation and this will be carried out when the 5 BBBs are fully up and running.

## Data Analysis

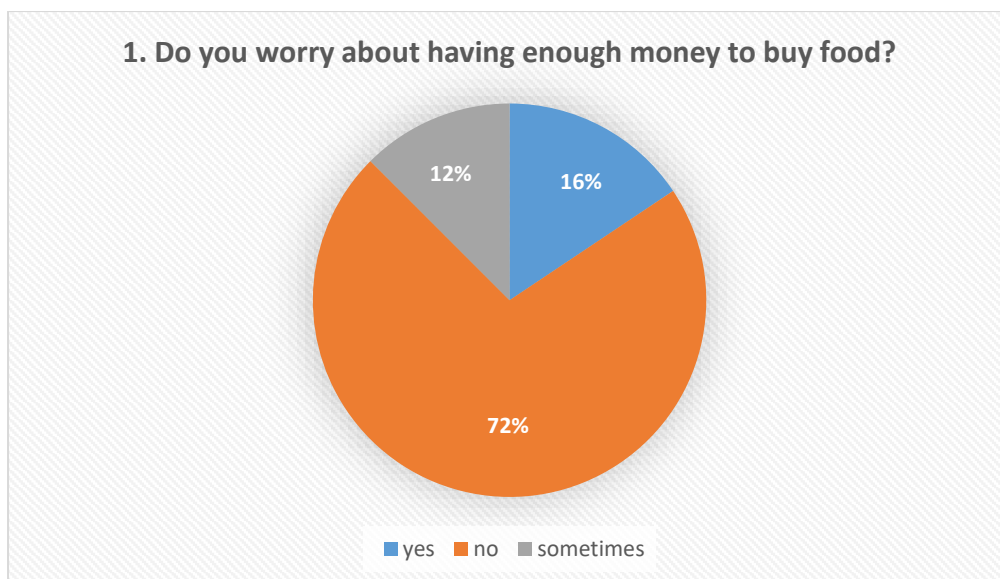
### Quantitative Data

The online questionnaire (Appendix 3) was put out on each of the schools' websites during late March/April. In total there were 385 respondents from the 7 schools detailed in figure 1 above.

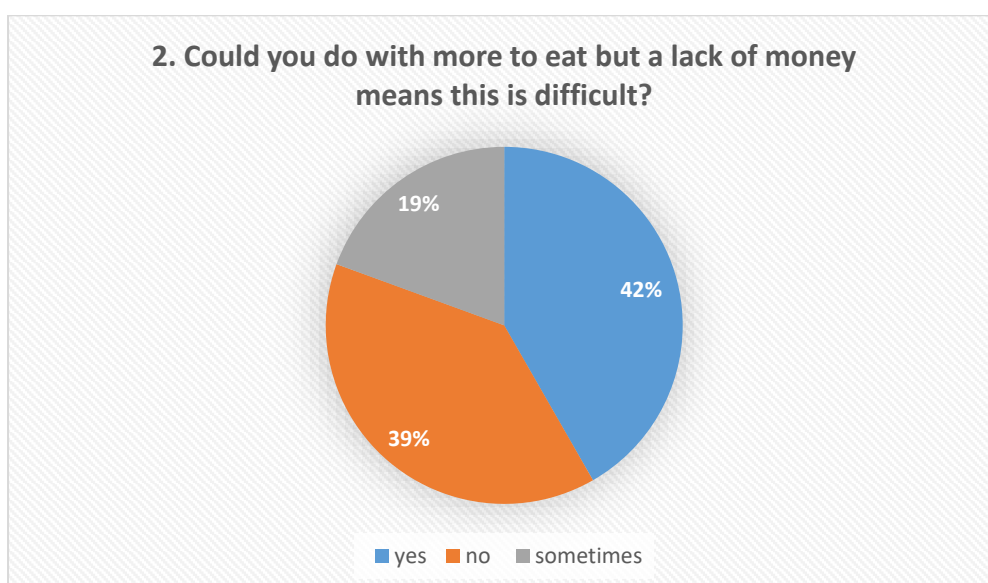
For the purposes of response rates, the 3 Ammanford schools were counted as 1 return. Therefore, the response rate for 4 out of the 5 schools was between 17% and 28% (unable to calculate average as one school did not respond with details of their current number of pupils).

**It is important to note that there is often stigma attached to admitting issues around money and/or food.** As such, parents may be embarrassed to admit they may be struggling, even in an anonymous survey. Therefore some parents may have given **\*\*socially desirable answers.** With "*embarrassment*" currently being the main explanation for underreporting of unpleasant behaviours and attitudes in the research literature (Kaminska and Foulsham, 2013), it can be assumed there is likely to be some of this bias here.

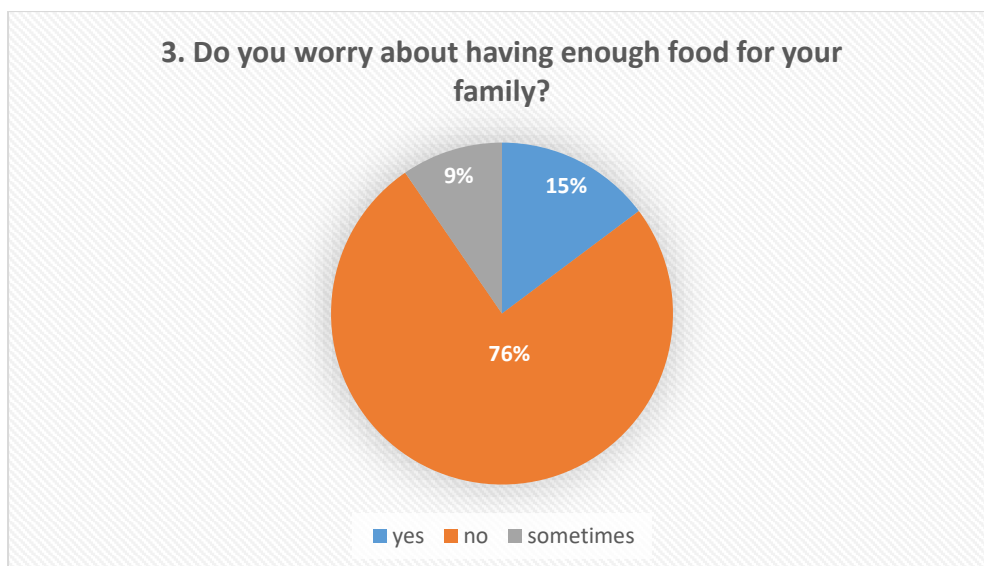
**\*\*Social desirability** is defined as "*the tendency of some respondents to report an answer in a way they deem to be more socially acceptable than would be their "true" answer. They do this to project a favorable image of themselves and to avoid receiving negative evaluations.*" (Lavrakas, 2011).



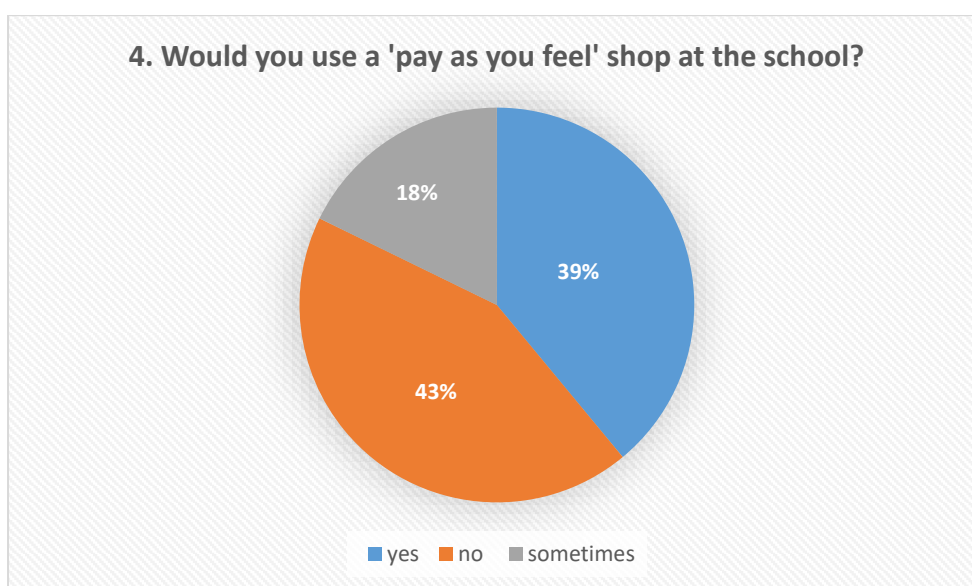
Although 72% report not worrying about having enough money to buy food, we see that collectively (including the sometimes category) 28% - over a quarter, report they **do**, at least sometimes, have this worry.



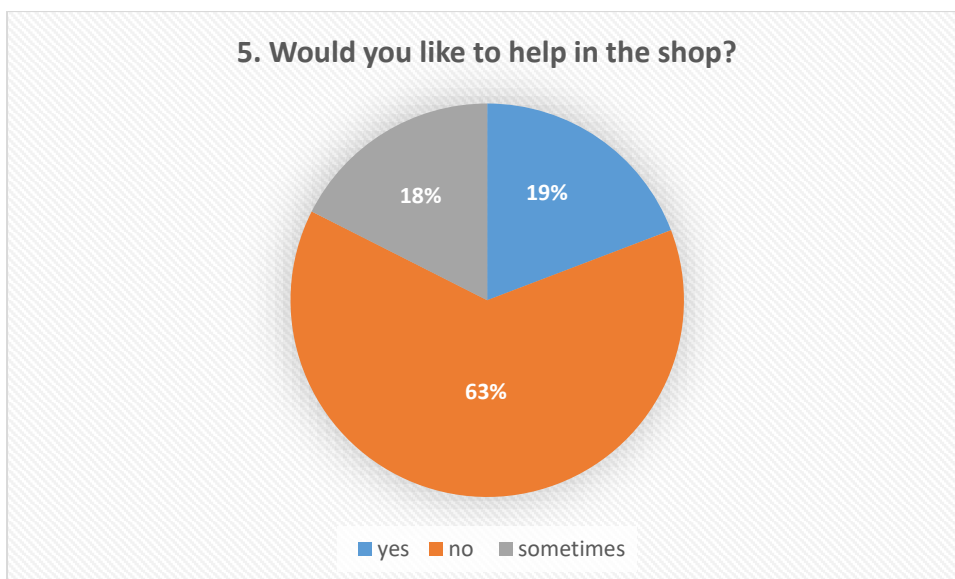
Interestingly, here we see that if we again take the collective 'yes' and 'sometimes' answers, well over half (61%) say they could do with more to eat although only 28% report in question 1 that they **worry** about having enough to buy food. This might suggest that although people in general have enough food to feed their family they **perceive** they could do with more.



Almost a quarter, 24% (Yes and sometimes categories) worry about having enough food for their family.

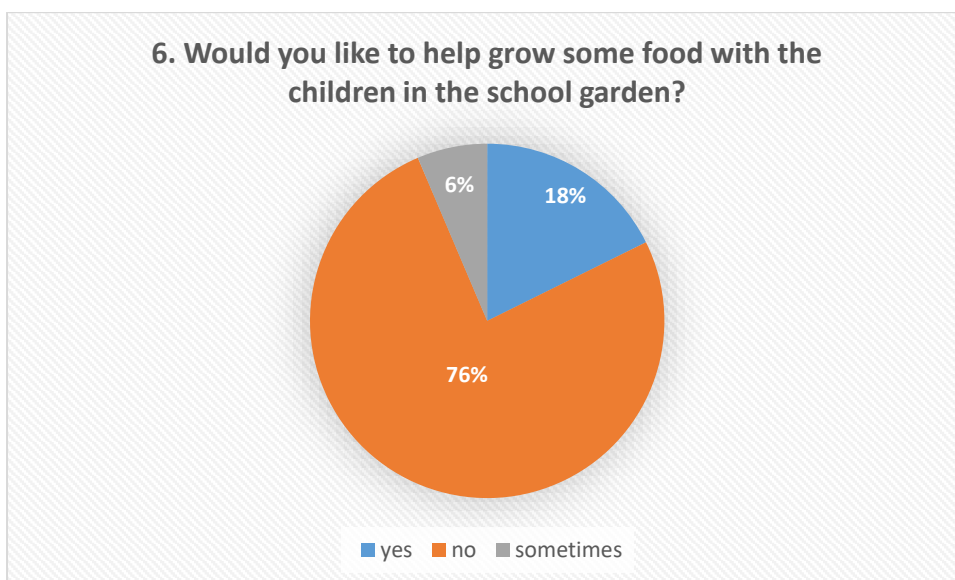


Over half (57%) would use the Pay As You Feel shop which indicates there will be a demand for the produce in the shop.



37% including the 'sometimes' answers is a significant number of potential volunteers for the shop.

The 18% that say they would 'sometimes' help in the shop indicates that perhaps with an active promotion/engagement approach, the schools may be able to tap into a bank of people who could perhaps be persuaded to help (particularly if they were reassured it could be just a minimal time commitment perhaps).



A similar number of respondents indicated they would like to help in the garden as said they would like to help in the shop. However a smaller percentage of 'sometimes' answers indicates more people could be persuaded to help in the shop rather than the gardens. In short, 1 in 4 respondents indicate they would help with the growing activity, which is a good start.

## Qualitative data

In tandem with the online questionnaire, the BBB leads at each school completed a case study template (appendix 4).

The comments are summarised below, together with observations, where relevant, in relation to whether these assumptions can be measured within the scope of this evaluation:

### Benefits of the school based BBB: (all comments included)

- A positive impact on the wellbeing of our children, families and the wider community & build stronger relationships.
  - This assumption can be measured via the next stage of the evaluation
- Pupils develop a full understanding of food literacy in our pupils so they can go on to live healthy, active, sustainable lifestyles
  - The first part of this assumption can be measured in the next stage (and subsequent 6 month follow up stage), but measuring “going on to live health, active and sustainable lifestyles” is beyond the scope of this evaluation
- Provision of food - supplying a basic need so that families can flourish
  - Provision of food will be measured via the records of food obtained/distributed. Whether a family is felt to be “flourishing” can also possibly be something that is asked in the next questionnaire
- The reduction of food waste
  - Measurable through data collected in relation to food obtained via providers such as Fareshare and local food retailers
- Direct links to new curriculum – everything related to BBB can be brought into the classroom to enrich learning
  - This needs to be demonstrated via records kept by teachers where possible (e.g. lesson plans that relate to BBB)
- Opportunity for our pupils to experience running an enterprise, including developing, using spreadsheets, setting up virtual cooking sessions
- ICT skills related to BBB – e.g. creating a website, stock database, calculating profit
  - As above, can be measured via teacher records
- Upskilling parents that will support them within employment
  - This will need a specific measure relating to volunteers (e.g. a question asking “do you feel you have learnt new skills that could be transferred to your job/search for work?”)

### Tips:

All tips are included below, together with indications (in brackets) of number of times similar comments were mentioned.

- Get people involved - e.g. BBB Pupil Voice Group (x 3)
- Involve like-minded people (x2)
- Share ideas and get support from other schools (x2)



- There will be challenges but keep going (x1)
- Strengthen links with local businesses (x1)
- Make it part of the curriculum (x1)
- Educate pupils about why BBB is needed (x1)
- Make use of adult expertise in the school community (x1)
- Get staff on board and excited to help (x1)
- Keep organised (x1)
- Keep talking (x1)
- Make sure governors on board and that there is Local Authority support (x1)

*“925 million people worldwide will go to be bed hungry tonight. Each one of us can make a difference, but **together** we can make a change”*

### **Challenges and Barriers:**

All tips are included below, together with indications (in brackets) of number of times similar comments were mentioned:

- Sharing and understanding purpose, reason and aims of the project (x4)
- Health and Safety - particularly in relation to COVID (x 3)
- Time required to pursue grant funding (x3)
- Getting buy in from stakeholders and volunteers (x 3)
- Buy in from all concerend (x 2)
- Local Authority permission (x1)

### **Why BBB?:**

This section produced quite a few similar answers to the Benefits section above but also some comments detailed below, verbatim.

*“Big Bocs Bwyd has provided us with an ideal opportunity to continue with this work and to deliver our philosophy to the wider community (x2)*

*"Education and promoting the benefits of a healthy lifestyle to our children and families"*  
(x2)

*"Supporting mental health and wellbeing"*  
(x1)

*"We see the Big Bocs Bwyd as the perfect opportunity to improve links with families, local business and the wider community"*  
(x1)

*"this is a fantastic authentic context to put at the heart of curriculum planning as we move towards the Curriculum for Wales"*  
(x1)

*"We want to make our community happy and healthy by helping them socialise, make friends and make healthy choices affordable"*  
(x1)

*"Fits perfectly with our ethos of caring for the wider world around us"*  
(x1)

*"The perfect time for us as a school in order to help support our families and local community"*  
(x1)

*"Creates community"*  
(x1)

## Who?:

In this section the schools listed those they feel need to be involved.

- Local community (x3)
- Head (x3)
- Pupils (x2)
- Parents (x2)
- School staff & governors (x2)
- local businesses (x2)
- Cadoxton support (x1)
- Volunteer committee (x1)
- Family Liaison Officer (x1)
- Volunteers from school community (x1)

## Conclusion

The survey response rate was between 17% and 28%. This is considered a “*typical*” and realistic response rate – [www.customerthermometer.com](http://www.customerthermometer.com) (accessed 10/12/21).

This quantitative data, whilst only derived from a relatively small sample size, indicates there is a need for access to these Pay As You Feel shops. In addition, that there is some parental interest in being part of the shop and growing areas. The greater interest in the shop could perhaps be due to a lack of confidence in terms of growing skills and this could be explored further in subsequent questionnaires.

Involvement in both the shop and growing areas can be encouraged via ‘good news stories’ from Early Adopter volunteers. In the early stages, parental involvement can also be encouraged through use of the VRP Guardians scheme (offering on the ground specialist support for a limited initial time at the schools) in the growing areas of the BBBs in order to help develop confidence and growing skills.

Going forward, the recommended qualitative interviews with teachers, parents, children etc. will help triangulate findings and provide rich data to ascertain if this is a project that could be offered up across Wales.

It is important that the project steering group ensures funders (in particular the Welsh Government) and Welsh Government Ministers are kept informed of the progress of BBB and are assured by the ongoing evaluation.

The continued support of the VRP will help ensure that compelling case studies are presented to all Valleys Local Authorities. Providing evaluation illustrates BBB is effective in delivering its objectives and ambitions this will hopefully encourage take up of the BBB project. This is particularly pertinent in the Valleys, post COVID, where such evidence based interventions are desperately needed in order to attempt to reduce food poverty and narrow health inequalities.

## Recommendations

1. New BBBs are encouraged to undertake this survey (and case study template completion) as this would give BBB a broader evidence base to influence future funding opportunities
2. Work starts now on the 2<sup>nd</sup> brief questionnaire aimed at the users of the BBB at the 3 month point. It is recommended that the survey goes live in early December, 3 months from the start of the September term as all 5 BBBs hope to be open then (see figure 1 above).

The 2<sup>nd</sup> questionnaire can be compiled to try and address whether the BBB is moving towards the relevant objectives of phase one, namely:

- Contribute to the reduction of food poverty/food insecurity via the 'Pay As You Feel' shop
  - Help improve nutritional intake
  - Help improve the wellbeing of the families who use the BBB
  - Increase parental involvement in ways that suit them (e.g. buying from the Pay As You Feel shop, volunteering with food growing aspects of the projects etc.)
  - Measurably reduce food waste
3. The Project team confirm with the BBBs that they are collecting the necessary data as initially discussed in the Evaluation Framework (Appendix 2), namely:

Quantitative data:

- Kgs of food re-distributed
- Numbers of families using the BBB (including school numbers to give a percentage uptake)
- Numbers of volunteers (we will also need profile of volunteers as detailed in framework table above)
- Volunteer hours
- Income and expenditure records from each BBB

Qualitative data (from 'what matters' conversations):

- Communications and PR that has been done in that time period (e.g. tweets, interviews, posters etc.)
  - Comments from users of the BBBs
  - Comments from staff
  - Comments from the children in terms of their involvement in the BBB/on site growing etc.
4. The amended time frames for the evaluation of the 5 Valleys based BBB is noted by the project team
  5. Lessons from the Qualitative data gained from the case study templates (Appendix 4) are compiled (perhaps in information sheets) and shared with new BBBs (e.g. tips for new BBBs, advice for prospective BBB schools on how to approach Local Authorities, solutions to challenges etc.)
  6. Some sort of recruitment campaign/PR for volunteers could be introduced in the lead up to the BBBs opening so that the success of such campaigns can start to be measured

## Appendix 1 – Phased approach to BBB

<b>Phased approach to BBB Project</b>		
<b>Phase</b>	<b>Timescale</b>	<b>Details</b>
<b>Phase 1</b>	2021-22	<ul style="list-style-type: none"> <li>• Primary or community schools will install a BBB project in or near their school yard</li> <li>• Development of teaching resources linked to BBB that will assist in the delivery of the new curriculum</li> <li>• An evaluation will be designed and implemented during this first year. Baseline data will be collected when the boxes are installed in order to be able to illustrate 'distance travelled' during the first year</li> </ul>
<b>Phase 2</b>	2023-25	<ul style="list-style-type: none"> <li>• Learning from the evaluation will be taken from the 5 school pilot phase and funding will be sought to develop and deliver the roll out of BBB into all interested schools across the Valleys footprint</li> <li>• Evaluation of phase 2 will be developed and undertaken</li> <li>• Learning resources will be trialed and evaluated (some of this may happen in phase 1)</li> </ul>
<b>Phase 3</b>	2025- 2027	Previous evaluation used to inform project development and apply to various sources for funding. Funding permitted, roll out to all interested schools in Wales would begin

## Appendix 2 – Evaluation Framework



# Big Bocs Bwyd Evaluation Framework for Phase one

## Final Version V03

The BBB project takes a phased approach (see section 1.2 of the BBB PID) to implementation. The pilot phase to be evaluated relates to 5 BBBs funded by the Welsh Government Foundational Economy Challenge fund that will be installed in Valleys based schools.

In phase 1 the measurable objectives are to install 5 BBBs that will:

1. Contribute to the reduction of food poverty/food insecurity via the 'Pay As You Feel' shop
2. Help improve nutritional intake
3. Help improve the wellbeing of the families who use the BBB
4. Increase parental involvement in ways that suit them (e.g. buying from the Pay As You Feel shop, volunteering with food growing aspects of the projects etc.)
5. To share lessons learnt with the next phase of BBB installation
6. To develop learning resources that will ensure BBBs become a focal point for experiential learning about food
7. Measurably reduce food waste

## Approach

A mixed method approach to evaluation will be taken in phase one, collating both qualitative and quantitative data to evidence how the 5 BBB school pilots have progressed and to ascertain success against the objectives.

## Evaluation framework (see updates below ~ following baseline survey completion)

Objective	Measure/tool	Stage
Contribute to the reduction of food poverty/food insecurity via the 'Pay As You Feel' shop	Short baseline questionnaire	<ol style="list-style-type: none"> <li>1. Baseline (February)</li> <li>2. Follow up questionnaires at 3 &amp; 6 months after the shop opens at each site</li> </ol>
Help improve nutritional intake	Brief questionnaire aimed at the users of the BBB when they have been using it for 3 months	<p>Users of the shop can be asked whether they feel their diet has improved at the 3 &amp; 6 month evaluation points. This will need to ask basic questions such as :</p> <ol style="list-style-type: none"> <li>3. Do you feel your family are eating more fruit and veg as a result of using the shop?</li> <li>4. Do you think your families' intake of sugary foods and drinks has gone down as a result of the food you get from the BBB?</li> </ol> <p>This stage of questioning can also include questions about whether recipe cards for example would be useful to accompany the shopping</p>
Help improve the wellbeing of the families who use the BB		<ol style="list-style-type: none"> <li>1. The baseline questionnaire</li> <li>2. Follow up questionnaire at 3 &amp; 6 months after each box opens</li> <li>3. A small number of 'what matters to you?' interviews with users of the BBBs</li> </ol>
Increase parental involvement in ways that suit them (e.g. buying from the Pay As You Feel shop, volunteering with food growing aspects of the projects etc.)		<ol style="list-style-type: none"> <li>1. Gauge interest with the baseline questionnaire</li> </ol> <p>(if schools carry out a recruitment drive they will be asked to note this so changes in volunteer numbers can be ascertained in response to the drive)</p> <ol style="list-style-type: none"> <li>2. Forms designed to measure volunteer details (name,</li> </ol>



		address, age, reason for involvement, employment status) and then volunteer hours recorded so total volunteer time can be calculated and assigned a monetary value
To share lessons learnt with the next phase of BBB installation		Case studies of the 5 Bocs projects (using a template format agreed by the Project Management team) will be used to collate lessons learnt
To develop learning resources that will ensure BBBs become a focal point for experiential learning about food		A short overview report of the resources under development and any resources themselves will serve as evidence for this objective
Measurably reduce food waste		Records of amounts of food received from Fareshare and other local food outlets – measured in KGs will serve as an indication of food that is likely to have otherwise ended up in landfill  Develop a proposal to increase onsite food waste composting at the school gardens (food from canteens, lunchboxes etc. can be weighed)

There will be 6 newsletters from each of the participating schools over the coming year where schools will be asked to include both quantitative and qualitative data as well as general 'news' of how their respective BBB's are progressing.

Quantitative data will be:

- Kgs of food re-distributed
- Numbers of families using the BBB (including school numbers to give a percentage uptake)
- Numbers of volunteers (we will also need profile of volunteers as detailed in framework table above)
- Volunteer hours
- Income and expenditure records from each BBB
- Qualitative data (from 'what matters' conversations) will be:
- Communications and PR that has been done in that time period (e.g. tweets, interviews, posters etc.)
- Comments from users of the BBBs

- Comments from staff
- Comments from the children in terms of their involvement in the BBB/on site growing etc.

The data from the questionnaires and qualitative interviews will be collated with the newsletter and financial information to produce the report.

### Evaluation Timeframe (~ amended 8.7.21)

Activity	timeframe	Amended timeframes (8.7.21)
Baseline questionnaire	Issued by end Feb with 2 week window for completion	Delay in questionnaire issue/completion. Data not all received until late May
Case study templates completed	April 2021	Delay in completion – completed end April
Follow up questionnaire 1	May 2021 (when most of the BBBs should have had approx. 3 months of operating time)	Delays in opening. New dates to be discussed with project group
A sample (size to be decided depending on user numbers) of 'what matters to you' face to face/remote interviews with users of the BBBs	May 2021	Carry out some interviews with customers of Aberdare BBBs in July 2021, as only that one will have been in operation since early June 2021. Reschedule the other four schools to late September (as they should be opening at the start of Sept school term)
Newsletters submitted by the schools by Mid May containing quantitative and qualitative info	Collated and analysed by mid May 2021	Not yet completed by the schools
Analysis of financial info from each of the 5 Valleys BBBs	Info included up to May 2021	Delayed due only 1 BBB currently being operational
Interim report	1 <sup>st</sup> findings will be reported in an interim report early June 2021	Due to delays, 1 <sup>st</sup> findings will be reported on by 12 <sup>th</sup> July
Follow up questionnaire 2 (including initial questions where appropriate and	September 2021 with 2 week window for completion	As most of the BBBs will only open in the September term, this

additional ones to be decided by project team)		will need to be put back to early December when they have all been up and running 3 months
Further sample of qualitative interviews with staff, users, children and volunteers to give qualitative perspective after 6 months of operation	September 2021	Delay till mid November to allow the 4 schools not opening till Sept time to have some
Final report of 5 valleys pilots	October 2021	January 2022

## Appendix 3 – Baseline survey



Some people find it hard to get as much food for their families as they need. As a school community we want to do something about this.

A Big Bocs Bwyd (BBB) is coming to the school, where we will sell food at a low price for school families and there will also be a school garden for food growing.



The children will join with the teachers to grow food and we'd also like to know if you would like to help too!

It would be great if you could answer just 6 quick questions below to help us get our BBB up and running. Please tick the answer you think is best for you.

Thank you!

1. Do you worry about having enough money to buy food?  
Yes/No/Sometimes
2. Could you do with more to eat but a lack of money means this is difficult?  
Yes/No/Sometimes
3. Do you worry about having enough food for your family?  
Yes/No/Sometimes
4. Would you use a 'Pay As You Feel' shop at the school?  
Yes/No/Sometimes
5. Would you like to help in the shop? (if so, please let us have your contact details and we'll be in touch)
6. Would you like to help grow some food with the children in the school garden? (if so, please let us have your contact details and we'll be in touch)

## Appendix 4 - Case study template

Case Study: Big Bocs Bwyd at Cwmfelin Primary School			
<p><b>WHY?</b> <i>Include detail here about why you became involved in the project.</i></p> <p><b>HOW?</b> <i>Include detail here about how you went about it.</i></p> <p><b>WHO?</b> <i>Include detail here about who was involved in making the BBB happen within your schools.</i></p>	<p><b>Challenges and Barriers</b> <i>Include detail here about what challenges you faced and how you overcame them.</i></p> 	<p><b>Benefits of our BBB!</b> <i>What has been a benefit of the BBB within your community.</i></p>	
	Photo 1	Photo 2	<p><b>BBB Top Tips!</b> <i>Include advice you would give to other schools embarking on a BBB journey.</i></p> 
	Photo 3	Photo 4	

## Appendix 5 - References

*Social Desirability*. Paul J Lavrakas. Encyclopedia of Survey Research Methods, 2011.  
[Accessed 7.7.21]

*Understanding Sources of Social Desirability Bias in Different Modes: Evidence from Eye-tracking*. Olena Kaminska, Institute for Social and Economic Research University of Essex & Tom Foulsham Department of Psychology University of Essex, 2013.