'AND YOUR EVIDENCE IS?'

2004 Seminar Proceedings
of the
Countryside Recreation Network

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'AND YOUR EVIDENCE IS?'

INTRODUCTION & CONCLUSIONS

Marcus Sangster
Forestry Commission
(CHAIR)

One of the distinctive features of life today is competition. Ideas from the business world about the benefits of competition and how it is managed have become pervasive in Government and also in the voluntary and representative sectors. Indeed, managerial concepts of competition today are an influence not only at work but also in our politics, in our social lives and in the education and development of our families. At work we will often need to make a case internally, competing with other proposals for resources to support our particular project. In the voluntary and public sectors organisations often find themselves in direct competition with others, fighting for a share of the public purse.

Evaluation is important in two ways. Firstly, it allows us to learn from what we do so that we develop an understanding of what works and doesn't work and of how to do things better. So our projects become more effective and efficient. Secondly, evaluation is the key to effective advocacy. It allows us to make our case and compete on the basis of objective evidence and information.

There are benefits and dangers in this evidence-based approach. In particular the criteria that we use to gauge success and the indicators that form the basis of our measurement need to be relevant to our objectives. The questions here are: what outcomes are we trying to achieve and how will we know if we are succeeding? Thinking through the criteria and indicators of success for a project can be a very constructive way to test our objectives and our strategy for achieving them.

The dangers are that our evaluative systems are designed not for the project but to fit the scoring system of the funder, and there is always a tendency to measure what is easily measured rather than what needs to be measured. To avoid this we should <u>always</u> build evaluation into the design of a project at the very start, so that we can gather information that is relevant to our objectives and to the needs of the evaluation. We should also use information gathered during the project to assist in its management and to highlight any need for change. So evaluation is a source of ongoing management information and is an interactive process. It should not be a bolt-on extra that happens at the end of the project. There is a cost to this and it is often neglected, but the alternative is an expensive retrospective exercise based on information that is incomplete or not relevant, that fails to capture the value of our work, and from which we learn nothing.

As a manager in the Forestry Commission I find it relatively easy to undertake a quantitative appraisal of, say, the choice of tree to plant on a site or the cost-benefits of building a new road. The language of finance and economic discounting is well understood

and accepted. In social projects, however, we are often concerned with intangible outputs and with processes. Here we might be trying to boost children's self-esteem or help a particular social group feel more comfortable and thus more likely to participate in an activity. The measures used for such qualitative outputs and outcomes are not so well accepted and it is advisable to get agreement to them before a project starts. Evaluation need not be difficult or expensive. One of the most effective evaluations I have seen was an education project where the rangers completed diaries and used a very simple questionnaire that took teachers less than two minutes to complete after each visit.

In this seminar we looked at a major study undertaken by the Countryside Agency. Its purpose was to develop a framework for evaluating the diversity of participation in countryside activities and use of the countryside generally. We then looked at some case studies of evaluation. One of the most effective approaches was a DVD that youngsters in countryside access project made themselves. Evaluation doesn't need to be daunting, expensive or stuffy. Indeed, if we can let the voices of people come through as directly as possible they are likely to be the most effective advocates that we can find.

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'AND YOUR EVIDENCE IS?'

THE BIG PICTURE: THE DRIVERS FOR EVIDENCE GATHERING

Tracey Slaven
Director
Countryside Agency

Evaluation is something we do all the time. Sending a postcard to friends and family reflecting on our holiday is evaluation, as is reflecting on how a piece of course work was completed for school. In the work context we are simply formalising a process that comes naturally to us – and consciously gathering evidence of what works and what doesn't, and what the benefits have been.

With this formal evaluation process, it is important to understand both *why* evidence is needed and *how* it might best be captured. The 'why' leads us to look at the drivers for gathering of evidence

This need to provide evidence comes from a number of sources. Primarily, at the strategic and policy levels, there is a need to show what works and what doesn't. This is especially important – but not exclusively so - in the public sector. In the UK, it is the *Modernising Government* agenda that has increased our focus on the utilisation of systems of monitoring and evaluation. Evaluating public sector interventions, especially in relation to the provision of services, is increasingly necessary for two key reasons:

- Public service provision should be focused upon those service users, and not directed solely to meet the needs of service providers. This entails a closer matching of services to people's lives and needs;

- Public services should be delivered in a manner that is of high quality and efficient.

How can making the effort to collect evidence be seen to be worthwhile? Politicians and policy-makers do take this matter seriously, especially where valuable resources might be enrolled in the process of evidence gathering itself. Indeed, the need for evidence is enshrined in an evidence-based policy making process. This emphasises the need for robust and systematic evaluation to be put in place, as well as for sound analysis of evidence.

The Government has distilled these emphases in the *Magenta Book* (2003), which is a user-friendly guide to the methods which can be harnessed for policy evaluation. Indeed, a Policy Hub (http://www.policyhub.gov.uk/) is now publicly accessible which offers a range of supporting documents and information – and which underpin this case for evaluation.

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In overview, we might see that there are six main ways that evaluation makes a contribution:

- Through clearer opportunities for public scrutiny. Three main tools are identified as facilitating the assessment of value and performance:

  - Performance Indicators;
  - Economic Appraisal; and
  - Public Service Agreements (PSAs).

  As an example of a sector-related PSA, Defra were set a target in relation to making the "countryside attractive and enjoyable for all by opening up public access to mountain, moor and down and registered commons by the end of 2005." This has stimulated focussed work being undertaken in order to achieve the target – work which can be referred back to and measured against;

- Improvement of the evidence base, especially in relation to the need for evidence-based policy. Sound evidence can be more readily captured through the building-in of evaluation form the start of any piece of work;

- Evaluation requires an approach that is both organised and structured. This systematic approach to answering a question tallies well with the systems of project and programme management which are now widely used. Combined, these approaches facilitate more effective and efficient management;

- The methods supported for evidence gathering through evaluation provide a clear opportunity for objective reflection. Grounded both in quantitative (statistical) and qualitative (social scientific) methodologies, evaluation is both robust and systematic;

- Harnessing the focus upon service users, evaluation also allows for greater involvement of, and engagement in, policy-making by members of the public. Indeed, deliberative and participatory methods of collecting evidence are increasingly the norm as part of good and meaningful evaluation;

- Finally, evaluation is seen as focussing squarely on the needs of service users and customers. The demand for greater inclusion and involvement of all stakeholders in service provision is widely recognised. Reflecting these equality and diversity strands in evaluation and monitoring is essential. With the advancement of the diversity and equality agendas, current and emerging legislation support the case for evaluation engaging with an ethical dimension. Making services both available and responsive to the needs of all is an increasingly important challenge. One that evaluation is also able to grasp.

This overview of why evaluation is now so important for our sectors sets the scene for the presentations to follow. As will become clear, evaluation isn't merely about oversight, scrutiny and accountability. It offers us the vital opportunity to maximise our learning and development - at all levels. And, to provide evidence of what we have learned.

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'AND YOUR EVIDENCE IS?'

CONTEXT: DIVERSITY REVIEW

Jacqui Stearn
Diversity Review Programme Manager
Countryside Agency

COUNTRYSIDE AGENCY – DIVERSITY REVIEW

Background

The Defra Rural White Paper (2000) states that "By 2005, we will carry out a full diversity review of how we can encourage more people with disabilities, more people from ethnic minorities, more people from the inner cities and more young people to visit the countryside and participate in country activities. Initially, we will do this by **seeking their views** on what they need to enjoy the countryside. Then we will draw up a **plan of action.**"

What are the drivers for Diversity and Equality?

- Legislation   Race Relations (amendment) Act 2000
  Disability Discrimination Act (1995)
  Part III of the DDA concerning service delivery came into force in October 2004. The RRAA expects organisations to prepare a Race Equality Strategy covering service delivery.

- Moral   To ensure that we work to achieve the best outcomes for all people who live in, work in and **visit** the countryside.

- Economic   A range of estimates suggest that, for example, the annual spend of disabled people in the UK is up to £14 billion. Whilst the Black and minority ethnic (BME) spend is estimated as £16 billion.

Diversity Review

The Diversity Review is taking place over three phases following the scoping research.

Scoping Research

Key findings included a lack of:
- effective – or any – evaluation;
- evidence of what works and what doesn't;
- evidence of the benefits to users and providers;
- baseline data from which to measure changes.

Phase 1

Includes the development of an evaluation framework, as well as national research to provide evidence of:

- provider awareness;
- non-user needs and factors affecting their participation;
- market research;
- longitudinal research.

Phase 2

A programme of 4 action research projects situated around England, testing tools that can be mainstreamed. The projects have incorporated evaluation from the start, in order to gather evidence and maximise learning and development.

Phase 3

Reporting on the **Diversity Review** to Defra at the end of 2005, with an outline **Action Plan**. This phase also includes 5 regional roadshows in February/March 2005, a national conference in spring 2006, and a range of publications.

Further information can be accessed at: http://www.countryside.gov.uk/diversity

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'AND YOUR EVIDENCE IS?'

AND YOUR EVIDENCE IS?: EVALUATION FRAMEWORK AND TOOLKIT

Carolyn Hay
Ecotec Research and Consultancy Ltd

Background to the Diversity Review

The Diversity Review aims to ensure that there is a wider welcome for a diversity of groups in the countryside. Research carried out for the Diversity Team during 2002/3, showed that there was very little evaluation being carried out of existing countryside or forestry projects. In addition, there is evidence to show high levels of under-representation of some groups within the countryside.

An evaluation framework has been developed to support the Diversity Review process. It contains generic material on evaluating programmes, services and projects which have disadvantaged, under-represented and socially excluded groups as their participants. Any organisation developing services or projects on countryside access and recreation will be able to use the framework. It will be especially helpful for commissioning bodies, which distribute grants and run competitive funding programmes.

Two projects provided information and materials for the framework. The projects were:

- Mosaic, which was developing relationships between Black and Minority Ethnic groups and National Parks; and
- Chopwell Wood Pilot Health Project which was developing activities within the woodland sector with the aim of assessing the impact of walking to improve mental and physical health.

Illustrations from their work are used to highlight strengths and weaknesses of particular evaluation approaches. The following paper is a brief summary of the evaluation framework.

> **A note on terminology**
> The following terms are used in the following ways in the paper:
> - Project – one off activity time limited funding
> - Programme – set of activities or projects
> - Participant – people taking part in the activities of a project
> - Stakeholder – organisations and individuals with an interest in the project Partner – other organisations involved in project delivery other than the lead body
> - Commissioning body – funding body

The purpose of evaluation

Evaluation is important because it enables judgements to be made regarding the effectiveness of specific funding programmes, projects and services. Systematic evaluation supports the policy and planning process by providing evidence of what works and why.

The ROAMEF cycle is used by government departments to ensure there is a robust evaluation process. This is illustrated as a model below:

The ROAMEF cycle

Rationale

Feedback

Objectives

Evaluation

Appraisal

IMPLEMENTATION

Monitoring
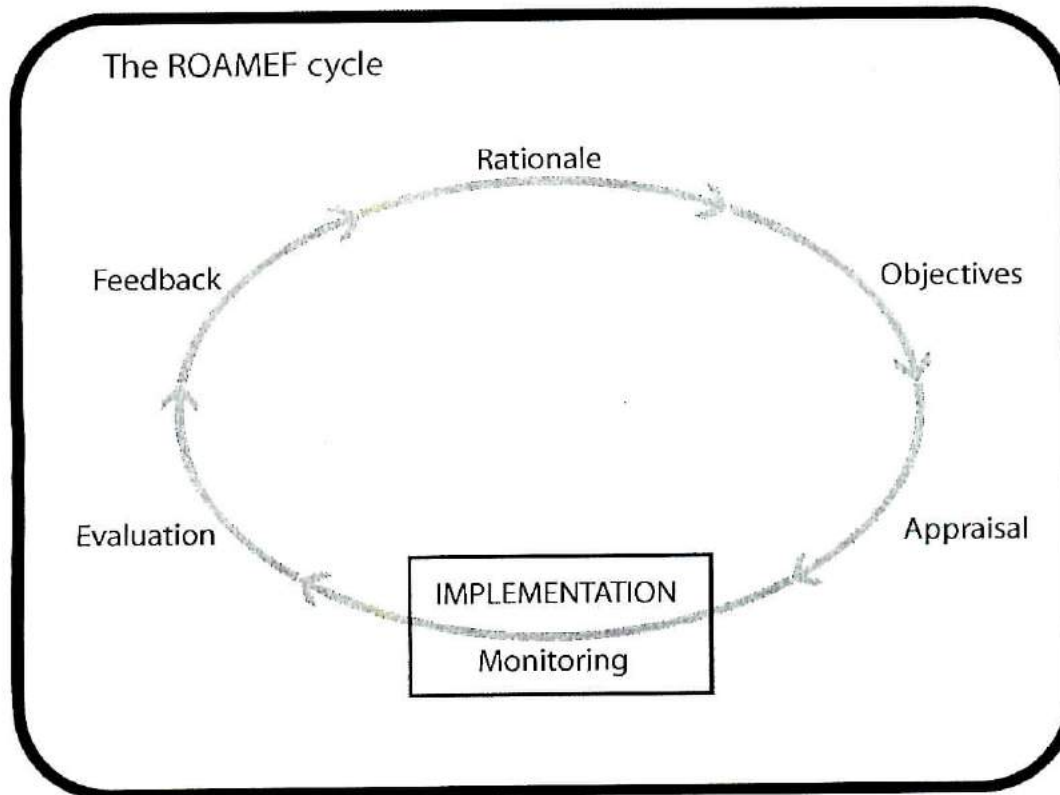
The ROAMEF cycle can be applied to a whole programme of activity, or to a single project. It represents a programme or project cycle from start to finish, showing the key stages along the way, including when and where evaluation should take place. Importantly, it illustrates where the learning from the evaluation 'goes' at the end of a cycle – that is to provide feedback into the planning cycle. ROAMEF is used at a programme level to provide feedback from the projects, to the programme managers, and thence to policy makers. At the project level, the feedback provides material for organisational learning, as well as feedback for funding bodies.

ROAMEF stages: setting objectives

ROAMEF highlights the importance of having properly articulated objectives. Objectives should be SMART (Specific, Measurable, Achievable, Realistic, Timebound). This provides

a steer, a shared understanding of what aims and clarifies the areas where progress must be tracked. An example of the process of SMART objective setting is given below:

Setting objectives

- To take young people from the estate on two subsidised trips to the countryside per year
- To set up an estate based sports team within 3 months of starting up, based on the most popular sport
- To reduce obesity in the population of young people who attend by 10% year on year through promoting regular exercise using local parkland and green public spaces
- Within a year to increase the number of trips that young people make themselves to the countryside

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Baseline information

In order to track the impact of a project, it is vital to have a set of baselines from which progress is measured. Baselines tell you where you are starting from and where you are going. Every programme or project should assess the point from which they start, using existing information, or if the information is not readily available, by researching the baseline position before work starts. In the case of the Diversity Review, the programme managers at the Countryside Agency commissioned research into the use of the countryside by disadvantaged groups, in order to give information on baselines to their projects.

It is possible to collect some baseline information retrospectively – for example, the Mosaic project asked participants what their previous experience of the National Parks was before they got involved in the project.

ROAMEF stages: appraisal

Appraisal (sometimes called ex-ante evaluation) asks a number of key questions before the work starts. Key questions need to be asked at the outset, including:

- Will it work?
- What will be the key issues?
- Will it provide value for money?
- What will be the social and economic benefits?
- Could we 'do nothing' instead?

A realistic appraisal will enable an informed decision to be taken on whether to proceed with a new piece of work, based on the benefits, risks and costs of the work planned.

ROAMEF stages: collecting monitoring data

Evaluations should collect data on inputs, outputs and outcomes. Inputs are the resources used on the programme/project. Outputs are the numbers of activities, people and quantifiable actions carried out through the programme/project. The outcomes are the impacts or changes made through the outputs. Both quantitative and qualitative data build up into a body of data from which a rounded evaluation is built.

Outcome indicators that are tied into a wider data set provides a means by which programme activities can be assessed against national and regional data, making comparative evaluation meaningful. The census and regional population data are two examples of wider data sets against which it is helpful to make comparisons.

Collecting qualitative data on soft outcomes of programmes/projects is an area many projects struggle with. An example of how this is done, from a New Deal for Communities programme of projects called 'Streetgames' is given below.

Streetgames

Scores are given for each of the participants at the beginning, middle and end of the project, to track improvement. Areas scored are:

- Discipline
- Working with team mates, referees and officials
- Enthusiasm and positive attitude
- 'Coachability'
- Confidence
- Attendance/time-keeping

Aggregated individual scores give a bigger picture of soft outcomes for each individual project and, thence, for the programme as a whole.

Collecting information for evaluation

A number of methods are available to collect qualitative information from stakeholders and participants for monitoring and evaluation purposes. These include:

- Questionnaires
- Semi-structured interviews
- Focus groups
- Diaries of staff and participants
- Visual media – photos, video diaries

It is important to choose the method most suitable for the participants. For example, for people who are not used to, or able to, fill in forms, verbal or visual evaluation methods are helpful. Simple diagrammatic techniques, and the use of visual symbols in questionnaires can be an easy way to overcome communication barriers. Mosaic, for example, used smiley/frowning faces to grade their project activity as good, average or poor.

ROAMEF stages: evaluation and feeding back

Evaluation at key points within the programme or project cycle are central to the successful use of the ROAMEF feedback cycle. The evaluations can be at the end of key events, phases or years of a programme or project. Timely aggregation of data enables project staff, and programme managers, to find out what is working and what isn't. Judgement of value is involved in all evaluation work, and places project outcomes in a wider social context, which in turn allows decisions to be made on important issues, such as adjustments to objectives and funding. For projects and programmes at the end of their course, disseminating the outcomes to enable others to learn is equally important.

Who should evaluate?

Commissioning bodies should decide whether they want projects they fund to self-evaluate, or whether they commission external evaluation, or a mix of both. If external evaluation is required, the commissioning body should ensure there are sufficient resources for this.

External or independent evaluation ensures a dispassionate scrutiny of activities, and provides feedback to commissioning bodies on efficiency, effectiveness, economy and equity. This type of independent evaluation is favoured for large funding programmes and long-term projects.

Self-evaluation describes the process whereby project staff and participants carry out their own evaluative activities. Self-evaluation can be effective because project staff know the project aims and objectives well, and have the trust of participants. However, it does not provide independent scrutiny.

A 'critical friend' approach, where a quasi-independent evaluator is involved with a project, is increasingly used to advise on setting objectives, monitoring against them, and supporting data collection and analysis. The critical friend model supports the development of project staff as self-evaluators. In this way it builds the capacity of the project team.

Capacity building through peer participation

Similarly, the onus is on project evaluators to ensure that the perspectives of participants are properly represented within the feedback aspects of the ROAMEF cycle. Capacity building amongst disadvantaged participants of projects involves participants in a variety of ways. The quality of the information gained from the evaluation process can be significantly enhanced by involving participants in planning and delivery of the evaluation. For example, peer evaluation techniques are becoming increasingly popular whereby people from the participant cohort carry out some of the evaluative work amongst their peers.

Summary

By following the ROAMEF cycle both projects and programmes can ensure that their evaluation is robust. A cyclical process for evaluation provides information which is essential in improving the quality of provision within the lifetime of the work, but also after completion of the work, by providing the results for other others to learn from. There are a

variety of different mechanisms by which evaluation can be carried out, but in essence, collection of qualitative and quantitative data, and the active involvement of stakeholders, project staff and participants allows for effective evaluation.

References and further reading

This brief paper is a summary of the more detailed Countryside Agency's evaluation framework and toolkit produced for the diversity review. For more detail on any of the ideas and methods discussed in the paper, the full framework and toolkit is available from: *www.countryside.gov.uk/WiderWelcome/DiversityReview/index.asp*

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'AND YOUR EVIDENCE IS?'

EVALUATION IS NOT A BOLT ON EXTRA

Gareth Maeer
Policy Advisor
Heritage Lottery Fund

My starting point in talking about this subject is to spend a little time turning what at first sight may look like a bold assertion – "evaluation *should not* be a bolt-on extra" – to a question – "*is it* a bolt-on"?

The title seems to hint that, although we all know it ought not to be, the reality is that, more often than not, evaluation often is a bolt-on. It gets left to the end of a project, when groups are looking for replacement funding. But that it is often too late.

I think we all know there is a truth to this – but I would like to start by questioning it from one point of view. In real life, we tend to do an awful lot of evaluation – if what we mean by that is assembling information from actual experience and using that to change behaviour. We are all 'researchers', even on the mundane level of deciding on the choice of best journey to work. The same is true within the funded projects we run – in my experience there is an almost never-ending process of weighing up options, considering changing circumstances, discussing the 'point' of the project and making adjustments. This suggests that, despite the common perception of evaluation as a chore with dubious benefits, our natural inclination is actually to very much embed evaluation into everything we do, not to bolt it on after the event.

The problem we face, then, is not that evaluation doesn't happen, but that very little of the weighing up, discussion and experience is recorded. I think part of the reason for this is because much of the 'monitoring and evaluation' that goes on is not perceived as such – it is informal, anecdotal and peripheral to day-to-day delivery. But it is happening. So a challenge for the Heritage Lottery Fund (HLF) as a funding body is to try to provide ways of reporting on projects that legitimise the informal and the anecdotal. This should be an encouraging message. It means that monitoring and evaluation, especially for small projects run by community and voluntary groups, does not have to involve huge burdens of cost associated with the use of surveys, professional researchers, consultants etc etc. It means finding ways to tap into the process of reflection and improvement that groups are naturally inclined to engage in.

My own approach to evaluation (though I can't claim this to be the official HLF view just yet) is along these lines:

1. It does need to be systematic. In practice, this means making it objective-led. We have to be clear what it is that we thought a project is going to achieve, even if we are open to the 'unintended consequences'.

2. These objectives can be most simply thought of as 'benefits', and they need to cover the triple line of environmental, social and economic.

3. As far as possible we should try and describe these benefits – in the official government jargon – as 'outcomes', and not as 'outputs'. The distinction here can be fuzzy, but the simplest logic is to think of outcomes as real ways that peoples' lives are improved by a project, whereas outputs are simpler counts of physical work carried out or activities undertaken. This tends to be easiest for social and economic benefits – environmental improvements are still more easily defined in 'output' terms unless we are willing to use qualitative measures of biodiversity or heritage for example.

4. Try not to spend too much time agonising over what the benefits are or what 'framework' you should use to place them within. The easiest approach is to adopt a framework of objectives/benefits that already exists and can be applied to your project. I think a useful one is still the government's full set of sustainable development indicators (Annex A). Although there are a lot of indicators in this, the actual number of objectives is much more manageable and conveniently grouped.

5. There is no getting away from the need for regular recording of information during the course of the project i.e. monitoring. But this can include the anecdotal and the informal as well as hard data. Clearly, it is better if you can keep clear records of who said what and when as well as what they said. One useful way of assembling just this sort of information is the Groundwork/NEF 'Prove It' toolkit. Another would be the video used by the MOSAIC project. On larger projects I do think there is a need to produce data relating to visitors, volunteers, local residents or others that you think are benefiting from your work, and this does need to involve quantitative survey work, as well as qualitative. It may be possible to handle small amounts of this within the project group, but beyond this it is best to use external research companies who can organise and carry out surveys for you.

6. When it comes to assembling data, don't lose sight of the 'story' of the project. Data should be used to add weight and colour to a narrative about the project, in the same way as a journalist would use facts and figures in an article. The evaluation should be told as a story.

7. Finally, I would strongly recommend against out-sourcing an evaluation to external consultants or 'experts'. Although consultants are invaluable for helping to establish some types of benefit – such as economic impacts – the people who really understand what it was that the project was meant to achieve are those who ran it. It's much more likely that the results of an evaluation will be fed back into management changes and improvements (completing the ROAMEF cycle) if the story-telling about the project is kept in-house. One approach is to write the story of

the project in-house, and then get this reviewed by an external consultant for an objective assessment.

At HLF we are looking to significantly boost the role of monitoring and evaluation within the projects we fund, based on the approach I've outlined above. At the moment, we are looking to undertake a lot more evaluation of projects ourselves – but in time the intention will be to switch the onus and responsibility for this onto funded groups themselves.

Some of this transition involves us getting better at collecting and using data from grant applicants and recipients at key points in a project's history. At the moment we are concentrating on the application stage, the grant award stage and the project completion stage.

Beyond this we will be gradually expecting funded projects to undertake more of their own evaluation work. We will provide assistance and guidance by making suggestions on benefit frameworks, indicators, useful toolkits, research methods and – most crucially – money.

The implementation of this new approach to M&E is starting now, but is likely to become a major feature of our third Strategic Plan. This is due to come into effect in April 2007, following a period of consultation which begins in the Spring of 2005. Watch out for that!

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'AND YOUR EVIDENCE IS?'

HOW IT MADE MY JOB EASIER

Jessica Memon
Former Mosaic Project Officer

No paper submitted

If you would like further information on the Mosaic Project or the Council for National Parks please contact **junie@cnp.org.uk**

Countryside Recreation Network Seminar

'AND YOUR EVIDENCE IS?'

HOW IT HELPED OUR PARTICIPANTS

Mazamal Altaf
Project Manager
Ardic Youth Group, Birmingham

Aims of our project

The project introduced different lifestyles to both the rural groups we met in the countryside and our own inner city group. This was for the purpose of enhancing their understanding of each others lifestyles and sharing each others heritage and physical space.

- To encourage the sharing of personal histories for the purpose of personal, emotional heritage.

- To work together on a conservation task in both the rural and inner city area for the purpose of conserving physical heritage.

- To film the event and its outcome as a heritage document for the future and for the use of other groups that are interested in similar projects concerning heritage.

Over the past eighteen months we have been working in partnership with The Mosaic Project, and The Peak District and Exmoor National Parks. We have been taking our youth group that consists of a mix of asylum seekers and refugees and local children from black ethnic minority backgrounds to the aforementioned National Parks. The purpose of this partnership was to introduce children from inner city areas to the concept of heritage, through countryside and environmental issues.

Handsworth is an inner city area of Birmingham that has above average unemployment and above UK average of asylum seekers and refugees. It is also amongst the areas that are rated as being deprived on the government's index of deprivation. Among the youth that we work with, only one in ten had ever visited the British countryside before our scheme or had taken any sort of family day out and then not to the countryside. Out of this group, only one in ten actually went away on holiday.

On a superficial level the visits to the countryside enhances the young persons lifestyle and offers them insights into alternative past times. On a deeper level the conservation tasks that the young people undertake offer a number of benefits:

Progression, orientation and integration

a) The project takes them out of their urban environment and offers them an environmental education that they can bring back and apply within the city.
b) It offers them opportunities to learn new skills like tree pruning, hedge clearing, road building (to name only a few)
c) It offers them an understanding of British wildlife
d) It allows them to meet young people from rural backgrounds to share life experiences and understandings of the 'other'
e) It allows them to take part in rural sporting activities in their natural surrounding e.g. hill climbing and pot holing.

Traditionally, young people enter main stream awards systems to undertake these tasks. We have found however, that young people from asylum seekers backgrounds and black ethnic minority groups from deprived areas lack the knowledge, the class background and the ability to defer gratification and indeed the confidence to sign up to these schemes. Also the asylum seeker lacks the confidence to meet new people through such a well organised and established scheme. Our experience has shown us the young people with basic English skills, and dyslexia for instance, still lacks confidence to join these schemes.

We encourage the young people to come through our project initially so that they gain the confidence to meet each other through smaller groups of up to fifteen people, all with basic English language skills. We then encourage them to take part in the environmental events and have found that this route is a valid and reliable route to further benefits:

Training

Our experience has shown that after just three visits the young person begins to ask about more formal certificates such as First aid, Navigation, Sailing, Youth Achievement.

Volunteering

All the environmental tasks the young person undertakes is a on a voluntary basis. We found that the emotional and intellectual benefits of volunteering for young people from the above backgrounds are dramatically improved through the act of volunteering. The person makes new friends and therefore feels that they belong to something; they volunteer and therefore have a purpose to their lives; they learn new skills and therefore feel they have achieved something, which they have; and they therefore gain confidence in themselves and their abilities.

Due to our continued partnership with the National Parks we are giving the group added value for the new arrivals. The visits to National Parks allow them to orientate themselves within the UK. From past experience we have noticed that it helps the asylum seeker and the young refugee feel that they are part of the United Kingdom and that they 'fit' in. They develop a sense of belonging and therefore future heritage with the areas that they live and that we visit. This is a great way of integrating the asylum seeker into what is going to possibly be their new country. It also installs in them a sense of pride concerning their belonging and responsibility to their new heritage, whilst equally allowing a beneficial two way life experiences dialogue with themselves and their host country.

Our previous work

We have been using the facilities of the Youth Hostel Associations for the residential, and places such as Carsington Watersports for the rural events. We have a good success rate and have caught the interest of The Guardian newspaper and New Style radio. We have also given two interviews for Radio Four. Our visits have been filmed and we have created our own DVD which was shown at the Mosaic Project Land Mark Event and the CRN Seminar. This film was a reaction to the young people wanting to document their own work.

Our previous visits were originally facilitated by The Mosaic Project but it was the young peoples own efforts that made the partnerships with The Peak District and Exmoor National Parks successful. We relied on "in kind offers" of residentials from the agencies or raised small pots of money to pay for the visits. Although these were very successful there was no integrated way of applying all parts of the project to make a more methodological system of outcomes.

We believe that the evidence provided highlights the benefits for encouraging young adults, from inner city and asylum backgrounds, to be involved in National Parks activities.

'And Your Evidence Is?'

Programme

10.00   **Registration and refreshments**

10.30   **Welcome to CRN Event**
(Geoff Hughes, Chair of the CRN)

10.35   **Welcome and introductory address by Chair**
(Marcus Sangster, Forestry Commission)

10.40   **The Big Picture: the drivers for evidence gathering**
(Tracey Slaven, Director, Countryside Agency)

11.05   **Context: diversity review**
(Jacqui Stearn, Diversity Review Programme Manager)

11.25   *Refreshments*

11.45   **And your evidence is?: evaluation framework and toolkit**
(Carolyn Hay, Ecotec Research & Consultancy Ltd)

12.10   **Panel Session: questions on morning presentations**

12.40   *Lunch*

View from the Commissioner

13.40   **Evaluation is not a bolt on extra**
(Gareth Maeer, Policy Advisor, Heritage Lottery Fund)

View from the Projects 1

14.05   **How it made my job easier**
(Jessica Memon, Mosaic Project Officer)

14.25   *Refreshments*

View from the Projects 2

14.45   **How it helped our participants**
(Mazamal Altaf, Project Manager, Ardic Youth Group, Birmingham)

15.05   **Panel Session: questions on afternoon presentations**

15.45   **Summing up and action points**

16.00   **Close**

BIOGRAPHIES OF SPEAKERS

And Your Evidence Is? Seminar
The Centre in the Park, Norfolk Heritage Park, Sheffield
7th December 2004

CHAIR

Marcus Sangster
Forestry Commission

Marcus Sangster's early career was in forest management in the Highlands and Lake District. After moving to manage the Commission's woods in the Midlands he played a part in setting up the community forests and the National Urban Forestry Unit, and developed an interest in designing and managing woodland to meet the needs of people in urban areas.

Today he works in the Forestry Commission in Edinburgh where he advises on the social aspects of sustainable forest management and is responsible for the Commission's social research programmes, covering recreation and landscape as well as more theoretical topics.

SPEAKERS

Tracey Slaven
Director
Countryside Agency

Tracey trained as an economist at Strathclyde University and spent three years in the Scottish Office Industry Department where her responsibilities included economic advice on regional policy and the assessment of major investment projects.

Expanding on her interest in regional and rural development, Tracey joined Highlands & Islands Enterprise, the government's development agency for the north and west of Scotland, in 1991 becoming Head of Corporate Planning and Economics in 1998. Key roles with HIE involved running the business planning function, providing verbal evidence to parliamentary committees, acting as a key contact/negotiator with the Scottish Executive, National Audit Office and other Government departments as well as running the market research, programme evaluation and economic briefing functions. Tracey played a key role in delivering the evidence that enabled the Highlands & Islands to secure Objective One status.

More recently, Tracey has worked in the strategy team for a major water and infrastructure management company producing the organisation's key strategic and business planning documents. She has been a Company Director and managed the Plc's Main Investment Group, dealing with all strategic investment decisions.

Jacqui Stearn
Diversity Review Programme Manager
Countryside Agency

Key themes throughout my varied career have been engaging people with places - I am a social scientist with a landscape-based Masters Degree - and no doubt growing up in a New Town had its impact. At project level I have worked on city farms and in community gardens. First as a local campaigner and then project officer I established Camley Street Natural Park in the middle of Kings Cross as a premier wildlife habitat. These – and other experiences - have given me first hand evidence of how much people need and value direct access to wild places for them to flourish fully and underlined the importance of being able to provide evidence of this.

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I took my first hand knowledge of social exclusion and the role that high quality environments can place in addressing it into the Countryside Commission over 15 years ago! I am now very fortunate to be able to pursue this commitment at a national level and, in my role, as Programme Manager for the Diversity Review, ensure that everyone gets a chance to enjoy the outdoors if they choose to.

I live in Cirencester, have a 13 year old son to go on adventures with and play an active role in my community as a school governor and leader of City Bank Tales, a group campaigning for better management of our local greenspace. I also swim like an otter.

Carolyn Hay
Ecotec Research and Consultancy Ltd

Carolyn Hay is a Senior Consultant within ECOTEC Research and Consulting's Social Policy Group. Carolyn specialises in research and consultancy on widening participation of learners in education and training, mainstreaming equal opportunities and mechanisms for tacking social exclusion. Carolyn has significant experience of European Social Fund (ESF) Community Programmes and was instrumental in setting up the GB *Equal* European Funding Programme. She has an MSc in Policy Studies and an MA in Cultural Studies.

Carolyn is currently working on:
- the evaluation of the Open4All Campaign for the Disability Rights Commission;
- an equality review for Tees Valley Learning and Skills Council providers.

Other recent pieces of work have included:
- development of an equality and diversity toolkit for *Equal* European Funding programme;
- consultancy on widening the scope of equal opportunities within the ESF Objective 2 programme in the North West; and
- the national mid-term evaluation of Objective 3 European Social Fund's effectiveness in mainstreaming of equality.

Gareth Maeer
Policy Advisor
Heritage Lottery Fund

Gareth Maeer is a policy advisor at the Heritage Lottery Fund, working in the area of social and economic research and evaluation. He is responsible for commissioning evaluation of the Fund's grant programmes, for undertaking research into the social and economic benefits of heritage funding and for providing guidance to HLF grant recipients on evaluation tools and techniques. Before joining HLF in June 2004 he worked on the other side of the funding fence, as economic analyst at British Waterways. He has also been involved in fund-raising and management of community arts projects, local housing

improvements and a social enterprise. All of these have had some form of evaluations attached to them, though whether bolted, welded or seamlessly-stitched on is open to interpretation.

Jessica Memon
Mosaic Project Officer

Jessica Nar - BA Community Management (Hons) -Aids amongst Asians in Britain. Lived in SouthEast London for 21 Years before moving to Milton Keynes - totally different culture.

Jessica has gained a lot of experience in many different fields, which has helped her to gain her skills in working with people from all walks of life. She was involved in setting up the first ever Asian festival held on Plumstead Common. She was also involved in the Anti Racist Festival in that same year. She has worked with children when setting up an after school workshop, and also as a residential social worker, working with children with disabilities, which was a great challenge in its self. Jessica thrives on challenge and feels that her past experience has accounted for this. She has also set up the Mann project, which looked at researching mental health services for the Asian community.

Her role as project officer in the Mosaics Project was a great challenge for her. She has acknowledged that ethnic participation needed to be greater within National Parks. With no environmental background she has thrived and developed her personal skills in this field. Jessica also had the opportunity to visit all the National Parks involved in the project in the first month of starting the post. Since then she has keep in close contact with staff. She has done various training workshops for National Park staff and community groups. Her greatest challenge was arranging and going out with 11 community groups in the summer in the space of two months.

Amongst other events the Jessica was asked to present the Mosaic project at the World Parks Congress in Durban, South Africa in September 2003.

Mazamal Altaf
Project Manager
Ardic Youth Group - Birmingham

ARDIC stands for The Action Resource Development and Information Centre. A group of friends set the group up as an unconstituted group in 1999. By 2001 we had secured a Birmingham City Council premises. the premises was previously an old and derelict Air training Corp centre much like a scout hut. We renovated the building through donated materials and Maz and Ayaz's free labour. We then set about applying for formal status and applying for funding securing funding for our first project A Young asylum seekers project in 2001. We outreached the young group by visiting events put on for refugee and

asylum seekers and working with the mothers. We then set up a newsletter written by the young people .

Those that took part in that project were offered monthly outings to areas around Great Britain as a means of orientation. In the second year we continued with those field trips. One day we saw an advert placed by the mosaic asking for groups to take part in their project. we applied and went on a one day field trip with them. Maz and Ayaz attended their training days and soon we were making regular residential visits to national parks staying in their own and YHA buildings. We hope to continue with this project on a wider scale by out reaching other groups across the Birmingham Wards not just within our own Handsworth ward in the future.

We are not a large organisation and rely 99% on volunteer time in all aspects of our work. Also we have very little funding. We shall soon be entering into our fifth year doing this work and feel we shall work well with the countryside agencies in the future.

DELEGATE LIST

Title	Name	Surname	Job/Position	Organisation
Miss	Emma	Adams	Research Officer	BHF National Centre for Physical Activity and Health
Mrs	Susanna	Allen	Senior Scientific Officer	Environment and Heritage Service
Mr	Neil	Beasley	Senior Development Manager	Sport England
Mr	Michael	Bell	Director	Michael Bell Associates
Mr	Graham	Clingan	Countryside Advisor	Countryside Agency
Ms	Jennifer	Cooper	Economic Analyst	British Waterways
Ms	Lynn	Crowe	Principal Lecturer	Sheffield Hallam University
Mrs	Belinda	Davis	Diversity Review Research Co-ordinator	Kent County Council
Mr	Dominic	Doble	Access Strategy Co-Ordinator	Norfolk County Council
Mrs	Julie	Form	Operations Manager	Groundwork West Durham
Mr	Kevin	Frediani	Curator of Plants	Zoological Society of London
Ms	Judith	Hanna	Social Policy Adviser	English Nature
Mr	Neil	Harrison	Director	Northwoods
Mr	Paddy	Harrop	Recreation Co-ordinator	Forestry Commission
Mr	Mark	Holmes		ADAS Management Consultancy
Miss	Nicola	Hope	Project Officer	The Mersey Forest
Mr	Geoff	Hughes	Chair of CRN	Countryside Recreation Network
Ms	Bev	Hylton	Countryside Access Officer	East Riding of Yorkshire Council
Mrs	Debbie	Ingoldsby	Youth & Community Programme Manager	Groundwork West Durham
Mrs	Catherine	James	Visitor Services Manager	Sussex Downs Conservation Board
Mr	Bob	Jones	Head of Design & Interpretation	Forestry Commission
Ms	Diana	Jones	Evaluator	Greenspace - Reading
Ms	Janet	Keeble	People and Wildlife Manager	Shropshire Wildlife Trust
Ms	Catherine	Kemp	Out Reach Offficer	Yorkshire Dales National Park Authority
Mr	Tim	Labrum	CRED Programme Grants Officer	Royal Society of Wildlife Trusts
Mr	Phil	Lakin	Regional Grants Manager	National Trust
Mrs	Catherine	Landles	Community Landscape Officer	Shropshire Hills AONB

Title	Name	Surname	Job/Position	Organisation
Mr	Neil	Lister	Projects Development Officer	Suffolk Coast and Heaths
Mr	Cameron	Maxwell	Community Policy Advisor	Forestry Commission (Scotland)
Mr	Brent	Meakin	Health, Tourism & Recreation Policy Advisor	Forestry Commission (Scotland)
Mr	Glenn	Millar	Economic Development Manager	British Waterways
Mr	Graham	Neville	Advisory Officer, Recreation and Access	Scottish Natural Heritage
Dr	Liz	O'Brien	Social Researcher	Forest Research
Ms	Louise	Owens	CRED Programme Manager	Royal Society of Wildlife Trusts
Ms	Jocella	Peck	Senior Project Manager	Groundwork Devon and Cornwall
Mr	Mike	Pratt	Head of Information Services	North York Moors National Park Authority
Ms	Rhonda	Pursglove	External Funding Officer	Peak District National Park
Miss	Jo	Regan	Local Nature Reserve Officer	Salford City Council
Mr	Liam	Scott	Human Resources Manager	Heritage Council
Mrs	Victoria	Sixsmith	Strategic Access Officer	Great North Forest
Mrs	Margaret	Smith	Brocks Hill Manager	Oadby & Wigston Borough Council
Mr	Bryan	Spencer	Project Co-ordinator	Greenspace - Reading
Mr	David	Tayler	Education and Training Officer	Yorkshire Dales Millennium Trust
Dr	Andy	Tickle	Senior Campaigner	Campaign to Protect Rural England
Mr	Jonathan	Tilley	Walks Co-ordinator	Derbyshire County Council
Mr	Chris	Toohie	Countryside Access Officer	East Riding of Yorkshire Council
Mr	Brad	Tooze	Programme Manager	English Nature
Mrs	Stephanie	Waddington	Ranger Services Manager	London Borough Barking & Dagenham
Ms	Katie	Wigham	CRED Programme Grants Officer	Royal Society of Wildlife Trusts
Ms	Valerie	Woodifield	Countryside Officer	Countryside Agency

The Countryside Agency

THE BIG PICTURE: DRIVERS FOR EVIDENCE GATHERING

Tracey Slaven
Director
Countryside Agency

The Countryside Agency

"Wonderful weekend in the [...] feel very welcome. Coach journey fine - no-one sick! Must remember to pack crisps for Shaleesh as well as the kids next time!"

The Countryside Agency

"Looking back I would have made sure that our Director was on the Project Board. That would have made it easier to divert financial resources when we needed to"

"I have learnt a lot from doing this project about Van Gogh's paintings. I have tried out the techniques he used and enjoyed that. Next time I will make sure that I cover the whole page with paint"

The Countryside Agency

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The Countryside Agency

Modernising Government

The Countryside Agency

Modernising Government

Two key issues:

▪ making users the focus of public services and matching services more closely to people's lives and needs

▪ delivering high quality, efficient public services

1

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Modernising Government

Six ways evaluation contributes:

1. Public scrutiny

2. Improving the evidence base

3. Effective and efficient management

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Modernising Government

4. Objective reflection

5. Participant engagement and learning

6. Providing services that meet people's needs

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Public scrutiny

Three tools to assess value and performance:

- Performance indicators

- Economic Appraisal

- Public Service Agreements

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Public scrutiny

Defra PSA target

"care for our natural heritage, make countryside attractive and enjoyable for all by opening up public access to mountain, moor and down and registered commons by the end of 2005"

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Improving the evidence base

Effective and [...] management

Objective reflection

Participant engagement and learning

Services that meet people's needs

"Evaluation examines the out-turn of a project, programme or policy. When carried out it adds value by providing lessons from experience to help future project management or development of a specific policy"

www.countryside.gov.uk/diversity
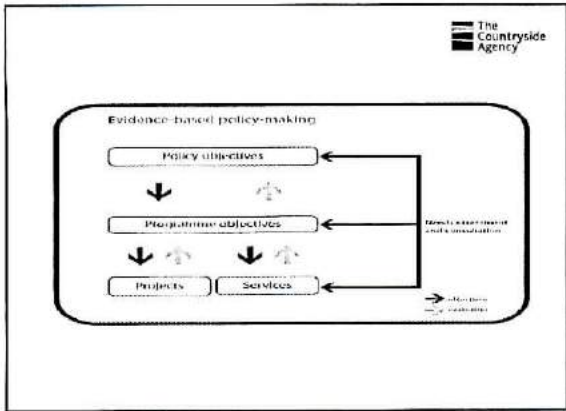
Countryside Agency Diversity Review

Jacqui Stearn
Programme Manager
Diversity Review

Rural White Paper 2000

"By 2005, we will carry out a full diversity review of how we can encourage more people with disabilities, more people from ethnic minorities, more people from the inner cities, and more young people to visit the countryside and participate in country activities. Initially, we will do this by seeking their views on what they need to enjoy the countryside.
Then we will draw up a plan of action."

Diversity and equality

What are the drivers?

- legislative
- moral
- economic

Diversity and equality

Legislative

- Race Relations (Amendment) Act 2000 covers the provision of goods and services

- Disability Discrimination Act 1996 – from October 04 covers the provision of goods and services

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Diversity and equality

- 17.5% people with long term disabilities
- 9.7% people aged 16-24
- 8.0% people from black and minority ethnic communities
- roughly equals 24.2% of English population
- visitor data does not reflect this representation

Waseley Hills Country Park
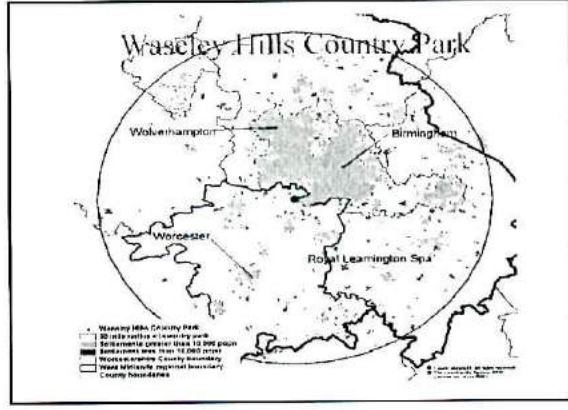
Diversity and Equality

Worcestershire and Birmingham 2001 census data compared:

- 16.7 % people with long term disabilities
- 13.6 %
- 9.7 % people aged 16-24
- 19.7 %
- 2.5 % people from black and minority
- 29.6 %   ethnic communities

Diversity and equality

Moral

Worcestershire County Council Equality and Diversity Policy:

"To achieve our aims we will .... work with our partners in the statutory, voluntary and private sectors to ensure the best outcomes for people who live, work and visit Worcestershire .....".

Diversity and equality

Economic drivers

- £14 billion annual disabled spend
- £16 billion annual BME spend

Scoping research

Key research findings were lack of:

- effective - or any - evaluation
- evidence of what works - and doesn't
- evidence of benefits to users or providers
- baseline data - essential for measuring change

Phase 1: Evidence and data

Phase 1: Evidence

- September 03 to March 05
- develop evaluation framework
- gather national level evidence
    - provider awareness
    - needs and factors affecting participation
    - market research
    - longitudinal research
- collect baseline data - national and local

2

Phase 2: Action research

...sink or swim....

Phase 2: Action research

- July 04 for three years
- test tools that can be mainstreamed
- evaluation from start to gather evidence
- Beyond the Boundary – Bradford and Yorkshire Dales
- By All Means – Kent
- Stepping out – Coventry and Warwickshire
- Finding Common Ground - Plymouth

Phase 3: What have we found?

Phase 3: Reporting

- Report to Defra end 2005
  - Diversity Review
  - outline Action Plan
- Five Regional Roadshows February/March 05
- National conference Spring 06
- Publications including research reports
- www.countryside.gov.uk

Plan of action

Rural Strategy, July 2004
".....Defra will:
put an action plan on diversity in place in 2005/6 in the light of the Countryside Agency's Diversity Review findings to enable more people from diverse backgrounds to make informed choices about taking up recreation opportunities in the countryside;'.

And your evidence is?
Evaluation framework and toolkit

Carolyn Hay - ECOTEC
Research and Consulting

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Background

- Independent research organisations x 2
- Developed a framework and toolkit for the countryside sector and beyond
- Work based on good practice from within the sector and more widely
- Based on systematising evidence collection and using evaluation to support learning within organisations

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Presentation Overview

- Using ROAMEF
- How to do an evaluation
- What to collect
- Who should do an evaluation?
- Participants role in evaluation and capacity building

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Terminology

- Project – one off activity time limited funding
- Programme – set of activities or projects
- Participant – people taking part in the activities of a project
- Stakeholder/partners – organisations and individuals with an interest in the project (e.g. funder)
- Commissioning body - funder

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What is ROAMEF

The ROAMEF cycle — Rationale, Objectives, Appraisal, Implementation/Monitoring, Evaluation, Feedback
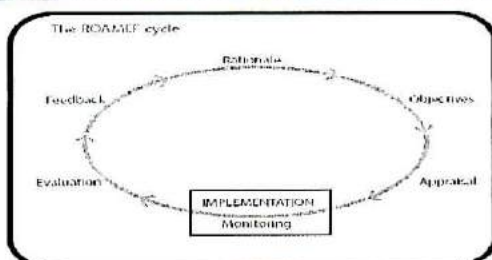
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ROAMEF for project evaluation

- Represents a project from start to finish
- Shows key stages when evaluation should take place
- Shows what type of evaluation should take place at each stage
- Shows where the learning from the evaluation 'goes' at the end of a cycle

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Does a framework help?

- ROAMEF is a model – an ideal
- Using a model such as ROAMEF looks complicated
- But - it shows the system you are working in
- It gives the big picture for commissioning bodies and policy makers
- Rationale for evaluation as learning

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Be clear about your objectives

- SMART (specific, measurable, achievable, realistic, timebound)
- Shared understanding of what is being aimed towards
- Something to check back against
- A note on flexibility

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Setting objectives

- To take young people from an estate on two subsidised trips to the countryside per year
- To reduce obesity in the population of young people who attend by 10% year on year through promoting regular exercise using local parkland and green public spaces
- Within a year to increase the number of trips that young people make themselves to the countryside

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Where do I start : baselines

- Without baselines your whole project can appear meaningless, no matter how well it is carried out
- Where are you starting from?
- Where are you going, and how will you know when you get there?
- What are the key points along the way?

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How to collect baseline data

- From existing information (surveys, reports)
- From your project partners and stakeholders (what do they do now then check how it changes)
- From your participants (what do they do now then check how it changes)

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Appraisal

- Project appraisal or ex-ante evaluation of objectives
- Will the activity work?
- What will be the social and economic benefits?
- Could we 'do nothing' instead?

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What to collect : inputs

- Financial monitoring – what are you spending on what?
- What are the other costs e.g. human resources?
- Costs absorbed by the host organisation (desk space, transport etc)
- Is the project viable for mainstreaming

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What to collect - outputs

- Monitoring information – what kind of people were involved?
- Women, men, minority communities, age profile, disability status
- Who did what, how many times
- What were the tangible outputs – new networks, materials, buildings etc

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What to collect : 'soft' information

- What did participants get out of the project?
- What specifically did they enjoy, what did they not enjoy (satisfaction surveys)?
- What changed for them (attitudes, values, beliefs, feelings)?
- What changed around the wider project environment – e.g. for communities?

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Satisfaction surveys

a. Visit Planning	☺	☻	☹
b. Travel arrangements	☺	☻	☹
c. Information Pack	☺	☻	☹
d. Overall visit	☺	☻	☹

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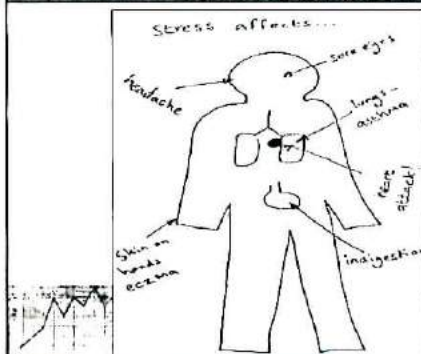RESEARCH & CONSULTING

Evidencing soft outcomes

- Fair play ratings from NDC – score for each participant, change assessed through comparison of scores over time
- Working with team mates, referees and officials
- Enthusiasm and positive attitude
- 'Coachability'
- Confidence
- Attendance/time-keeping

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Visual data - body mapping stress and wellbeing

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3

Systematising information

- Collect
- Enter the data onto a safe, confidential system
- Aggregate information to show trends and patterns
- Analyse/ understand

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Ongoing monitoring and evaluation

- Ongoing 'mini' evaluations: events, activities etc
- Learning from what you have done so far, no surprises further down the line
- Feed into the more major evaluations such as end of year and mid-term evaluations

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How to collect

- Questionnaires – cheap and cheerful
- Semi-structured interviews
- Focus groups – allows for discussion
- Diaries – staff and participants
- Visual media – photos, video diaries
- Use the method suited to your project

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'Friendly' questionnaire

10. How did you get there?	Car	Bus/Coach	Minibus	Train
11. Who did you go with?	Family	Self	Group	Other

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A participants diary

- Complete in your own language or pictures...
- What activities did you do on your trip/ day-out/ holiday?
- What did you like the best?
- What did you like the least?
- Did it change what you think about the countryside?

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Key point evaluations

- End of year, mid term
- Finding out what is working and what isn't
- Why and how its working
- Learn: make adjustments and changes to ways of working, people you are targeting, how you are spending the money, the objectives
- Discuss with funders (esp. objectives)

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Impacts

- Check against the baselines
- Changes for project staff – quantitative and qualitative
- Project partners
- Stakeholders and participants

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Final evaluation

- Funders – was it worthwhile?
- Other practitioners – is it worth replicating
- Policy makers – do projects like this need to be mainstreamed?
- What worked and why - your evidence

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Who should evaluate?

- Project team – inexpensive but time consuming
- Independent body – objective but expensive
- Half way between - 'friendly' evaluator who supports the evaluation process start to finish

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Capacity building

- Evaluation is not a one way street!
- Capacity building involves sharing the learning, for the benefit of all involved
- Involve participants in the evaluation process – you'll get better quality of information
- Peer approaches can be very effective for information professionals can't access

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Summary

- Set objectives
- Assess baselines
- Check progress (monitor)
- Make adjustments – learn!
- Take stock at key points and at the end
- Feedback, help funders and policy people learn
- Disseminate – help others learn!

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And your evidence is ....?

View from the funder

Evaluation is not a bolt on extra

Evaluation is not a bolt on extra !

Evaluation is not a bolt on extra ?

Building evaluation in

- Systematic – objective led
- Triple line of environment, social and economic
- Use an external framework
- 'Outcome' based

Building evaluation in

- Monitoring data before evaluation
- Use narrative – story of the project
- Keep the overview internal

1

Power of persuasion or the chance to learn?

HLF so far

- Since 1994
- 3 billion spent
- 15,000 awards made
- Wide concept of heritage

HLF so far

- Second Strategic plan 2002 to 2007
- 'Broadening the Horizons'
- Access, learning and education strengthened
- Policy directions: social and economic regeneration; sustainable development.

HLF – next ...

- Third strategic plan 2007 to 2012
- 2009 – license expiry
- Decision on license? 2006/07?

3rd Strategic Plan timetable

- Now to Spring 2005: draft plan
- Summer to autumn 2005: consultation
- June 2006: Report on consultation
- October 2006: Publication of plan
- April 2007: Plan starts

Evaluation in SP3

- Collection of data from application
- Core output data collection during projects
- Project evaluation required
- With money available!

Mosaic Project

Council for NATIONAL PARKS

BEN

Project aims

New Audiences

Increase understanding

Visits

Sustainable relationships

Create a model

Groups & Parks

Birmingham
Bolton
Bristol
Bradford
Cardiff
Leicester
London
Middlesbrough
Manchester
Newcastle
Nottingham

Eight Targeted National Parks in England and Wales

Northumberland
North York Moors
Lake District
Yorkshire Dales
Peak District Broads
Brecon Beacons
Exmoor

Abseiling in the North York Moors

Active Dads

• Children and fathers

• Bonding time

Horse Riding in the Yorkshire Dales

Bradford Community Environment Project

• Women and children group

Farm Visit in the Yorkshire Dales

Music in Northumberland

Angelou Centre

• Young girls group

Archery in the North York Moors

Bird Watching in the Yorkshire Dales

• Re visited without Mosaic

Issues

Transport
Food
Accommodation
Activities

Outputs   Outcomes

Questionnaire results

Diary feedback

Urban events

Focus groups

FSC workshops

Training Days

Interpretation Material

More interest in visiting NPs

More knowledge of what to do in NPs

NPs and YHs more aware of ethnic minority needs

Understanding other socially excluded groups

What happens next?

- Mosaic end in June 2004 – Landmark Event
- Encourage more groups to re-visit
- Widen Participation (wide range of Ethnic minority groups)
- Produce evaluation, guidelines and statistics
- The Mosaic Partnership – 4 National Parks and community groups as ambassadors.

"How do they mow the lawn here?"