

# The Social Value of Explorer Club and Young Rangers pilots

An Evaluation for the North York Moors  
National Park Authority by **morethanoutputs**



July 2019





## Acknowledgments

This analysis was carried out by [morethanoutputs](#), led by Tim Goodspeed, an SROI practitioner accredited by Social Value UK.

Data for the primary research was collected by the North York Moors National Park Authority. The data collection methods, analysis and report were developed and written by Tim.

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# 1 Executive Summary

Explorer Club and Young Rangers have significantly increased the environmental awareness and responsibility of participants. Young people are more resilient, and families are stronger.

## 1.1 Background

The North York Moors is a special place, forged by nature, shaped over generations – where peace and beauty rub shoulders with a rich history and a warm welcome. The North York Moors National Park Authority’s (NYMNP) Education and Youth Engagement Service works with educational providers, families and young people within and outside of the National Park. Two pilot projects have been undertaken to engage with young people and families in helping them to understand and care for the National Park.

The analysis was an evaluation of Explorer Club and Young Rangers pilots.

Explorer Club is for families to engage in environmental play and to undertake conservation tasks in the National Park. The children are usually aged between the ages of 4-11.

Young Rangers is a monthly club for young people aged 11-17 who are interested in learning about the work of the ranger service and how they too can practically help look after the National Park.

## 1.2 Introduction

The evaluation aimed to develop a model to cover both Explorer Club and Young Rangers interventions and measure the social return

on the investment (SROI) for the operational pilots as a baseline. The most valuable outcomes and opportunities to maximise these prior to the project entering its delivery stage would be identified and a monitoring and management framework developed for the future.

The priority was to understand some detail of the impact of the activities on participants and their families; as opposed to making a case about achieving funders objectives or reducing demand on public systems.

This analysis adhered to the principles and followed the 6 stages of an SROI. This analysis was carried out to the standard approach to SROI as documented by the UK Government, Cabinet Office sponsored guide to SROI (Social Value UK, 2009).

The NYMNP has used SROI to understand the impacts of their activities – particularly on participants and their families - and show how they understand the value created. SROI is about value, rather than money. Money is simply a common unit and as such is a useful and widely accepted way of conveying value. SROI measures change in ways that are relevant to the people or organisations that experience or contribute to it. It tells the story of how change is being created by measuring social outcomes.

*It isn't just the personal side, it's knowing that you're doing something for the environment – little things like picking up litter. As well as general wellbeing it's an education that you don't always get in school.*

**[Young Ranger's Parents]**

### 1.3 Evaluating Outcomes

The pilots had potentially impacted 165 people (participants and their attending family members).

Explorer Club	54
Explorer Family	48
Young Rangers	25
Young Ranger Family	38
<b>Total</b>	<b>165</b>

A representation sample of 34% of these stakeholders were consulted about how the pilots had impacted on them. Feedback forms from the outset of the pilots were also reviewed and a short literature review undertaken. 26 outcomes were identified.

For each of the outcomes identified, indicators were developed and then data

collected. As existing data for these newly identified outcomes was limited, 4 online primary data collection tools were developed. These aimed to test and quantify outcomes and involve participants in valuing outcomes and assessing duration and causality of their outcomes.

A good response to the surveys was received (40%), including representation of all the sub-groups identified.

### 1.4 Most Important Outcomes

In this analysis we aimed to prioritise the SROI principle of stakeholder involvement. This empowers users directly to tell us how much they valued their outcomes using a consistent comparable quantitative scale. Values for participants in this report are, therefore, all from primary data.



The relative importance of outcomes was established through a weighting question. Participants were asked how important each outcome was to them, for example:

- not important to me
- not very important to me
- important to me
- very important to me
- the most important thing to me

When combined quantity, duration, value and causality of the outcomes was calculated the total value of each outcome for all the participants who achieved it can be derived. In order of magnitude, by stakeholder group, the most important outcomes were derived:

*one of the best things we've done as a family  
– we've recommended it to so many parents*

**[Explorer Club Parents]**



Outcomes for Explorers	
	Value
Increased environmental awareness	£45,090
Improved self-confidence and independence	£26,011
Increased socialising	£21,770
Increased social responsibility	£14,088
Improved mental health	£13,644
Improved physical health	£8,043
<b>Total</b>	<b>£128,645</b>

Outcomes for Explorer Families	
	Value
Improved family relationships	£19,016
Increased environmental awareness	£17,570
Improved mental health (better parent)	£9,850
Improved mental health (getting outdoors)	£7,624
Improved physical health	£5,061
Increased socialising	£3,358
<b>Total</b>	<b>£62,479</b>

Outcomes for Young Rangers	
	Value
Improved self-confidence and independence	£28,865
Increased social responsibility	£25,334
Increased environmental responsibility	£24,932
Increased socialising	£18,684
Improved employability and prospects	£7,544
Improved mental health	£6,627
Improved physical health	£5,523
Improved family relationships	£1,980
<b>total</b>	<b>£119,489</b>

Outcomes for Young Ranger Families	
	Value
Increased environmental awareness	£31,308
Improved mental health (better parent)	£12,847
Improved family relationships	£6,835
Improved mental health (getting outdoors)	£5,362
Improved physical health	£1,341
<b>total</b>	<b>£57,693</b>





Aggregated across stakeholder groups, the most important outcomes are shown below. There is a clear top outcome, followed by a significant group of similarly valued outcomes.

	Explorers	Explorer Families	Young Rangers	Young Ranger Families	Total	
Increased environmental awareness/responsibility	£45,090	£17,570	£24,932	£31,308	£118,899	32%
Improved mental health	£13,644	£17,474	£6,627	£18,210	£55,955	15%
Improved self-confidence and independence	£26,011		£28,865		£54,876	15%
Increased socialising	£21,770	£3,358	£18,684		£43,812	12%
Increased social responsibility	£14,088		£25,334		£39,422	11%
Improved family relationships		£19,016	£1,980	£6,835	£27,830	8%
Improved physical health	£8,043	£5,061	£5,523	£1,341	£19,968	5%
Improved employability and prospects			£7,544		£7,544	2%
					<b>£368,306</b>	

*It's good for us, we get an adult day out – we have a walk which we probably wouldn't do otherwise. It gets us out regularly. Good physically and mentally and for our relationship – we talk more when we go for a walk.*

**[Young Ranger's Mum]**

## 1.5 Findings

### 1.5.1 Environmental Awareness/Responsibility

Overall, this outcome was by far the most important, representing a third of the aggregated value. All stakeholder groups experienced and valued highly their increased environmental awareness/responsibility - including parents who don't attend (Young Rangers).

### 1.5.2 Resilient Young People

In a world that is arguably becoming less connected to its environment and heritage, these pilot projects have increased the mental health, confidence and independence of Explorers and Young Rangers; better equipping them for an ever more high-tech society.

### 1.5.3 Stronger Families

By including families in the delivery of activities for children and young people, specifically Explorer Club treating them as a family unit, the pilots have made families stronger. For families, relationships and mental health were the next most significant values, after environmental awareness.

### 1.5.4 Profile of Participants

There were some biases and differences observed amongst profiling variables that are unlikely to be representative of the geographical populations that surround the National Park.

- Mothers and female family members appear significantly more involved than fathers and male family members.
- All families in the sample described their ethnic group as British.
- Employment and education profiles suggest the sample represent medium to high income households with a high degree of education.

However, with the small sample sizes involved, care must be taken with the results as to how significant the biases and differences are in the data.

### 1.5.5 Social Value Commitment

The North York Moors National Park Authority is committed in its Education pilots to both delivering and developing the Social Value created for participants. Alongside this evaluation, the Social Value Certificate (Social Value UK, 2018) has also been awarded by Social Value International, demonstrating an ongoing commitment to monitoring and managing social value.

### 1.5.6 Critical Review

Additionally, an external review of the draft of this report by an Education Specialist and Manager of another Heritage Lottery funded project concluded that:

*The language and vocabulary enrichment opportunities (included in 'increased socialising') of this pilot have been immense: providing a stimulating environment in which children can experiment with and enjoy language. Research suggests that around 10% of all children and young people in the UK (1.4 million +) have speech, language and communication needs. This compares to deprived areas where more than 50% of children have delayed language and the long-term impact of this on their educational outcomes, employability and health and well-being. This closely links with 'The Communication Trusts' research into young people in the youth justice system 60% of whom have speech, language and communication needs. These needs can present early on as antisocial behaviour, exclusion and in many cases will lead to more serious offences.*



### 1.5.7 Social Return

If the total value is compared with the investment and inputs required to create the value, a ratio of return can be calculated. For the North York Moors National Park Authority: for every pound of investment in Explorer Club and Young Rangers there was 6 times as much social value created for participants. Pilots for 165 participants cost £60k and created value of approx. £368k.

## Case Study

### Young Ranger Example by NYMNPA

This young person took part in a conservation task through school with the NYMNPs Youth Engagement Officer and heard about our Young Ranger Scheme. This child struggles in school and frequently gets into high level trouble resulting in isolation. He joined Young Rangers and frequently attends each session.

Whilst displaying behaviour that requires intervention, he has flourished at Young Rangers taking part in a wide variety of conservation tasks and skills workshops. A year after the initial conservation task with school it was repeated, and this child was given a job of responsibility due to his experience as a Young Ranger (ensuring saws were used correctly by peers). His teacher commented how impressed he was with his behaviour and that he would be using the day as a platform to build a positive relationship with him in the school environment.



## 2 Introduction

The North York Moors is a special place, forged by nature, shaped over generations – where peace and beauty rub shoulders with a rich history and a warm welcome.

The National Park Authority works with a huge variety of people to care for this beautiful corner of Yorkshire and balance the needs of the National Park, its people, landscape, wildlife and culture, with the needs of visitors who come to enjoy the area.

[source: [www.northyorkmoors.org.uk](http://www.northyorkmoors.org.uk) ]

The North York Moors National Park Authority's Education and Youth Engagement Service works with educational providers, families and young people within and outside of the National Park to:

- raise awareness and understanding of the special qualities of the National Park and to enjoy them
- develop an appreciation of space, peacefulness and beauty of the landscape and a desire to help look after it
- make choices which benefit the environment

Two pilot projects have been undertaken to engage with young people and families in helping them to understand and care for the National Park.

## 3 Scope

The analysis was an evaluation of Explorer Club and Young Rangers and pilots. The schemes are open to all and they enable participants to become “ambassadors”, to help promote the special qualities of the North York Moors National Park.

### 3.1 Explorer Club

This is a club for families to engage in environmental play and to undertake conservation tasks in the National Park. They sign up for 6 monthly sessions with the Family Engagement Co-ordinator. The children are usually aged between the ages of 4-11 although, to keep the family units complete, younger and older siblings are welcome to take part. During each session the families undertake a conservation task e.g. cross drain clearing, hedgerow cutting, meadow raking or bracken bashing followed by some environmental play/exploration activities e.g. natural art, stone towers or raft making. During their 6 month journeys the children complete homework to gather evidence for gaining a John Muir Discovery Award, which is presented at the end of their time.

### 3.2 Young Rangers

This is a monthly club for young people aged 11-17 who are interested in learning about the work of the ranger service and how they too can practically help look after the National Park. Young people can sign up to sessions once a month which vary in format. Sessions include conservation work (bracken bashing, path maintenance, tree maintenance), skills development (navigation, search and rescue) and wildlife monitoring (seal watch) as well as helping out at events such as Open Farm Sunday. Through the scheme the young people can work towards a John Muir Award.

### 3.3 Activity Duration

The evaluation focuses on the period 18 Sept 2016 to 18 Nov 2018 for the Explorer Club, which represents the last four intakes. Within this period the Young Rangers started in Oct 2017.

### 3.4 Funding and Inputs

For the period stated, the resources required to deliver the pilots included:

Inputs	
Explorer Parents, Carers travel	£2,916
Young Ranger's Parents, Carers travel	£6,703
NYMPA (Core Funding (DEFRA))	£44,722
Volunteer's time and travel	£6,301
<b>TOTAL</b>	<b>£60,642</b>

## 4 Objectives

The North York Moors National Park Authority wishes to evaluate two pilot projects to assess their impact. In addition, it requires a clear framework for continuing to measure the impact and the associated training for staff that this will require.

### 4.1 Evaluation Objectives

The evaluation aimed to develop a model to cover both Explorer Club and Young Rangers interventions and measure the social return on the investment (SROI) for the operational pilots as a baseline.

It would also identify the most valuable outcomes and opportunities to maximise these prior to the project entering its delivery stage and develop a monitoring and management framework for the future.

The primary audience for the analysis was the National Lottery Heritage Fund and internal managers.

The analysis explored equally:

- planned and unplanned outcomes
- positive and negatives outcomes

The priority was to understand some detail of the impact of the activities on participants and their families; as opposed to making a case about achieving funders objectives or reducing demand on public systems.

### 4.2 Social Value Certificate

Alongside this evaluation, the Social Value Certificate (Social Value UK, 2018) has also been awarded by Social Value International, demonstrating an ongoing commitment to monitoring and managing value.

The Certificate is not about reporting social value and it does not provide proof or a statement that the pilots are creating a specific amount of social value. The Certificate is about how an organisation is working towards maximising value.

*We would go to the moors for day with no idea about what it is, or that it was part of the park; but now they are aware what it's all about . . . they understand their role, their responsibility to our world and why they're maintaining it.*

**[Young Ranger's Dad]**

## 5 Method

This analysis adhered to the principles and followed the 6 stages of an SROI. This analysis was carried out to the standard approach to SROI as documented by the UK Government, Cabinet Office sponsored guide to SROI (Social Value UK, 2009).



## 5.1 About SROI

Every day our actions and activities create and destroy value; they change the world around us. Although the value we create goes far beyond what can be captured in financial terms, this is, for the most part, the only type of value that is measured and accounted for. As a result, things with financial value take on a greater significance and many important things get left out. Decisions made like this may not be as good as they could be as they are based on incomplete information about full impacts.

Social Return on Investment (SROI) is a framework for measuring and accounting for change and this much broader concept of value. The North York Moors National Park Authority has used SROI to understand the impacts of their activities – particularly on participants and their families - and show how they understand the value created.

SROI is about value, rather than money. Money is simply a common unit and as such is a useful and widely accepted way of conveying value. In the same way that a business plan contains much more information than the financial projections, an SROI is much more than just a number. It is a story about change, on which to base decisions, that includes case studies and qualitative, quantitative and financial information.

SROI measures change in ways that are relevant to the people or organisations that experience or contribute to it. It tells the story of how change is being created by measuring social outcomes and uses monetary values to represent them. This enables a ratio of benefits to costs to be calculated.

SROI is a principles-based methodology. This report does not contain an explanation of the principles or every step of the SROI process. For details of the principles and process and why they are important and a worked example, the Cabinet Office sponsored Guide to SROI (Social Value UK, 2009) should be referred to. For example, this report does not explain how outcomes have been valued in detail (in the same way that the account of an organisations finances would not explain how an asset had been valued in the accounts).

Equally, this report does not conclude any actions. It is simply an account of the social value using the SROI method. Business planning, strategic and management processes should conclude what actions should be taken now the value of stakeholders' outcomes are known and the most important outcomes revealed.

## 5.2 Being Transparent

The North York Moors National Park Authority commissioned **morethanoutputs** to carry out this analysis. The analysis was undertaken by Tim Goodspeed who had no links with or interests in the North York Moors National Park Authority outside of this analysis.

## Case Study

### Explorer Club Example by NYMNPA

Prior to becoming a member of the Explorer Club, this child had a very limited experience of the outdoors. He lives with his mum and younger brother in a terraced street house with only a small concrete back yard; his immediate catchment area is that of streets, houses and shops / takeaways. The child's mum has limited experience/knowledge of outdoor life and she does not drive and, therefore, the boy's knowledge of the environment beyond their own catchment area has been very limited.

The child's experience of 'wild places' didn't really take off until he started Explorer Club, which he attends with his Step Grandmother, and this was evident at the beginning in his reluctance to leave his comfort zone, always looking back at Step Grandmother for reassurance. He has however, made great progress and now he can't wait to get out of the car, socialise, and run off with the other children to discover new things. As an Explorer Club member, he has had the opportunity to learn lots about different wildlife including species of birds and their birdsong, and he was delighted when he had the opportunity to get up close and personal with the voles and wood mice during the animal trapping session.

The child spends most of his time either in the classroom at school or indoors at home playing with action figures or watching TV with his younger brother, therefore, he found the concept of carrying out physical work rather alien and in fairness extremely difficult to cope with initially; his manual dexterity and hand eye coordination experience had been limited and he found the partnership of thinking about what he was doing, whilst managing a piece of equipment extremely challenging and tiring. However, despite this, he has persevered, he is learning how to use and transport tools safely and has taken an interest in understanding the theory of each task and how the work he does fits into the management and upkeep of the NYMNP, he answers questions at the end of the sessions and is always full of pride about his efforts and the results which have been subsequently evident upon completion.

The child is now quite an ambassador for the North York Moors National Park as he has shared his knowledge and achievements with his family, teacher and friends. His Step Grandmother has informed us that his teacher had commented that she couldn't believe how much he is learning. His school report has much improved with his teacher commenting on how he can often tell her information now that she didn't know. His Step Grandmother puts this knowledge down to Explorer Club. He is much more confident than when he started the club and interacts well with the other children. He enjoys learning and is able to recall information that he has learnt. He has developed a number of different skills which he can transfer to other areas of his life.

## 6 Stakeholder Analysis

Potential stakeholders were identified in consultation with the North York Moors National Park Authority.

Participating children and young people and their families were included. Funders objectives and Fiscal Value (savings for or reduced demand on public systems) were not included.

Within the resources available to undertake the evaluation, the priority was to understand some detail of the impact of activities on participants, their families and its value; as opposed to making a case about achieving funders objectives or reducing demand on public systems. For Young Rangers and Explorer Club, this created 4 stakeholder groups to focus on:

- Explorers
- Explorer Parents, Carers and Grandparents
- Young Rangers
- Young Ranger's Parents, Carers and Grandparents

Other identified stakeholders could be included at a later stage when value for children and young people and their families has been understood and is being managed. It is important to ensure that creating value for these primary beneficiaries was not at the expense of value for any other stakeholders. For example, volunteers, staff and local residents could be included in future analysis.

### 6.1 Population

The total populations within the scope period, in each stakeholder group are shown below.

Families were defined as included parent, carers and grandparents. For Explorer Club,

those who attended were included. For Young Rangers, those who brought Young Rangers to sessions were included. The wider benefit to family members who did not attend or bring children and young people to events was not included.

Explorer Club	54
Explorer Family	48
Young Rangers	25
Young Ranger Family	38
<b>Total</b>	<b>165</b>

### 6.2 Profiling

Participant's diversity was assessed. The most relevant (material) differences (within the 4 stakeholder groups) were:

- Gender
- Age
- Ethnicity
- Marital status
- Employment status
- Education level (as a proxy for household income)

*[young rangers] means confidence for us that [he] can survive without us on the outside world*

**[Young Ranger's Mum]**

## 7 Outcomes Consultation

### 7.1 Consultation Samples

A sample frame aimed to consult people in as many of the profile permutations as possible. 1-to-1 interviews and focus groups were undertaken by the North York Moors National



Park Authority staff and volunteers during March and April 2019.

**morethanoutputs** complemented the consultation with a sample of face-to-face interviews and telephone interviews.

	Interview		Group		Total
	F	M	F	M	
Explorer Club	3	10			13
Explorer Family	7	1	4	2	14
Young Rangers	6	6			12
Young Ranger Family	3	2	8	5	18
	19	19	12	7	
<b>Total</b>		<b>38</b>	<b>19</b>	<b>57</b>	

The last groups of interviews in each of the 4 stakeholders groups were used to test for saturation (Glaser BG, 1967). Within the sample sizes achieved, saturation was judged to have been achieved adequately in all groups. Therefore, the numbers involved in outcomes consultation were considered adequate for determining outcomes qualitatively.

No material negative outcomes were identified in the qualitative consultation.



## 7.2 Participant feedback

From the outset of the Explorer Club and Young Rangers, feedback questionnaires have been completed by participants and families. These were all reviewed for additional outcomes.

## 8 Literature Review

Desk research was also undertaken to look for additional outcomes that could have been missed (including possible negative outcomes) or that participants would not have been able to identify themselves. A short literature review was undertaken to look for supporting or contradictory evidence of the outcomes found during the consultation stage. Where the literature has found similar effects, this does not guarantee that Explorer Club and Young Rangers will produce the same effects. However, it does increase our confidence in the findings in this analysis and goes some way to mitigate against the fact that it was never going to be possible to produce statistically significant data from big samples in this analysis.

Some of the supporting evidence, below, also gives us confidence of the longitudinal nature and sustainability of outcomes (particularly relating to environmental awareness and attitudes installed at a young age).

The literature also has the potential to provide additional outcomes for Explorer Club and Young Ranger participants, for example, if there is evidence that they are statistically less likely to be at risk from a particular disease or condition because of outdoor activity, then this is not something we would expect participants to identify when we consult them. However, none were found that had not already identified in the extensive consultation exercise. (There is evidence of specific physical and mental health benefits of exercise at more regular levels of exercise than monthly Explorer Club and Young Rangers interventions provide).

In terms of definitions, we believe that Explorer Club and Young Rangers creates a powerful combination of the benefits of: environmental education; outdoor recreation; and volunteering. Literature reviews, each covering hundreds of individual papers, were found for each of these subjects. (There are likely to be overlapping benefits of family and outdoor education as well, but there was less literature on these subjects).

### 8.1 Environmental Education

A systematic review of literature on the Benefits of Children's (under 12) Engagement with Nature (Gill, 2014) provides a strong evidence base to support the view that spending time in nature is part of a "balanced diet" of childhood experiences that promote children's healthy development, well-being and positive environmental attitudes and values. It also points to the value of more playful engagement styles, like those provided by Explorer Club.

A specific paper looking at the Influence of Short-Term Outdoor Ecology Education on Long-Term Variables of Environmental Perspective examining 1-day and 5-day versions of a long-established outdoor ecology program in a national park (Bogner, 1998), showed positive shifts in cognitive levels and individual behaviour, both actual and intended, a parameter that is generally seen as a complex and long-term process. Similarly, a study of a nature education project (Funda Varnaci Uzun, 2012), showed a significant increase in both environmental awareness and behaviour of participants.

A study comparing pupils who were experienced in outdoor activities with pupils who were not (Kuru, 2000), found that the former seemed to have a strong and clearly definable empathic relationship to nature. They also exhibited better social behaviour and higher moral judgements.

### 8.2 Outdoor Recreation

There is a strong body of evidence on the benefits of outdoor recreation (including volunteering). Literature reviews of outdoor

recreation as a potential lever for Health Improvement (Mackintosh, 2016) and The Economic, Health and Social Value of Outdoor Recreation (Reconomics Plus, 2017) show that outdoor recreation carries significant emotional, mental, and physical benefits, regardless of level, type, duration or intensity, with nature; creating feelings of happiness emotional wellbeing, mental as well as physical fitness, self-esteem, a reduction of mental stress, mindfulness and calm, a decreased risk of mental illness, less frustration and greater work satisfaction.

### 8.3 Volunteering

The studies reviewed in a systematic review (Casiday, 2019) showed overwhelmingly that volunteering has a healthy effect on volunteers. Outcomes that were shown to improve with volunteering included self-rated health, depression, mortality, ability to carry out activities of daily living without functional impairment, life satisfaction/quality of life, stress, family functioning, social support and interaction, self-efficacy ratings, psychological distress, frequency of hospitalisation, self esteem/'sense of purpose', and adoption of healthy lifestyles and physical activity.

One specific paper (Librett, 2005) found that volunteers working on environmental projects were more likely to increase levels of physical activity.



## 9 Understanding Outcomes

The data from participant interviews, feedback forms, and the literature review shows that Explorer Club and Young Rangers leads to chains of events of outcomes in participants' lives. Although appearing similar to a traditional Theory of Change showing how inputs and activities (outputs) are designed to lead to changes (outcomes), in this case, the presentation is an evaluation, based on data from interviews and the literature review. It would be better thought of as an *Evaluation of Change*. These are shown on the following pages for each stakeholder group.

264 outcome statements were collected during consultation. Where an individual or group reported the same changes as another individual, these were grouped.

All the reported changes were analysed to understand dependant outcomes. It was important to understand which outcomes are dependent on each other and which are independent. If this was not done, double

counting and over claiming occurs in the quantitative stage. The resulting Evaluation of Change presents independent outcomes, expressed in chains of events, that demonstrate changes in people's lives. (This includes some description of change from participants that are indicators of change rather than outcomes).

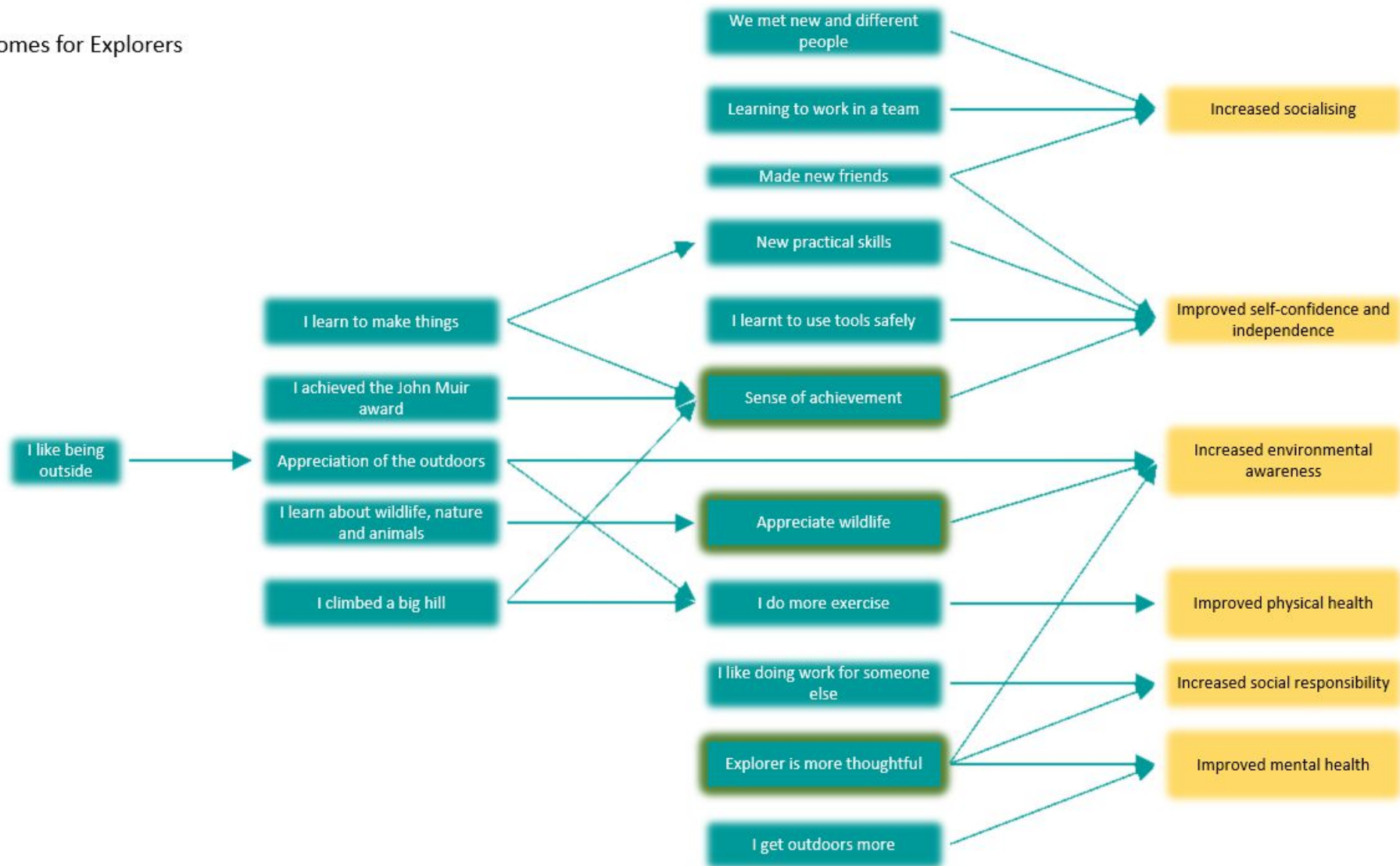
The outcomes are expressed as participants described them in response to the question "What has changed for you as a result of coming to Explorer Club / Young Rangers?".

(It was implicit, therefore, that they are describing the change from previously not being involved in Explorer Club / Young Rangers and some were describing the change over a number of years, as opposed to a change in the last year).

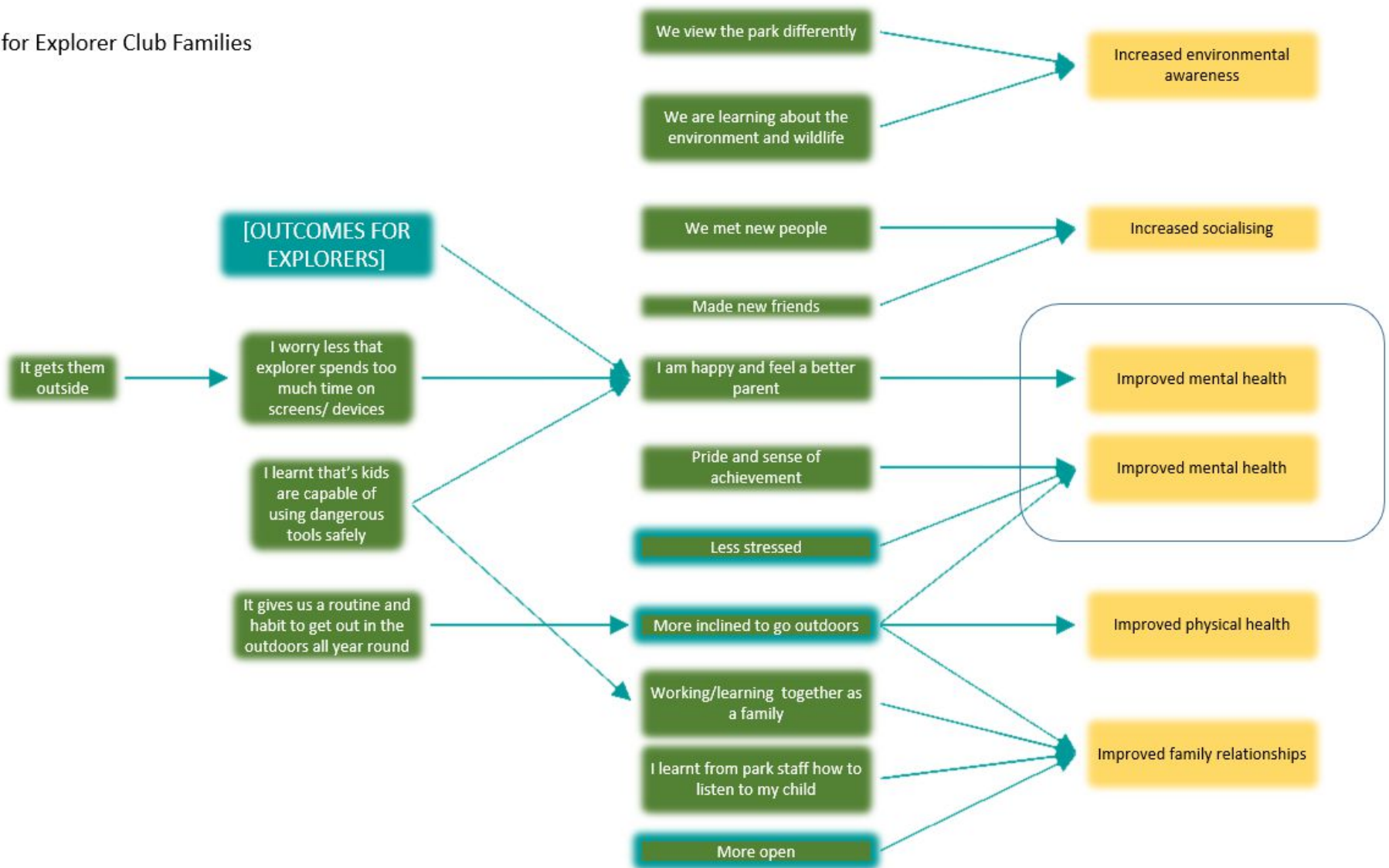




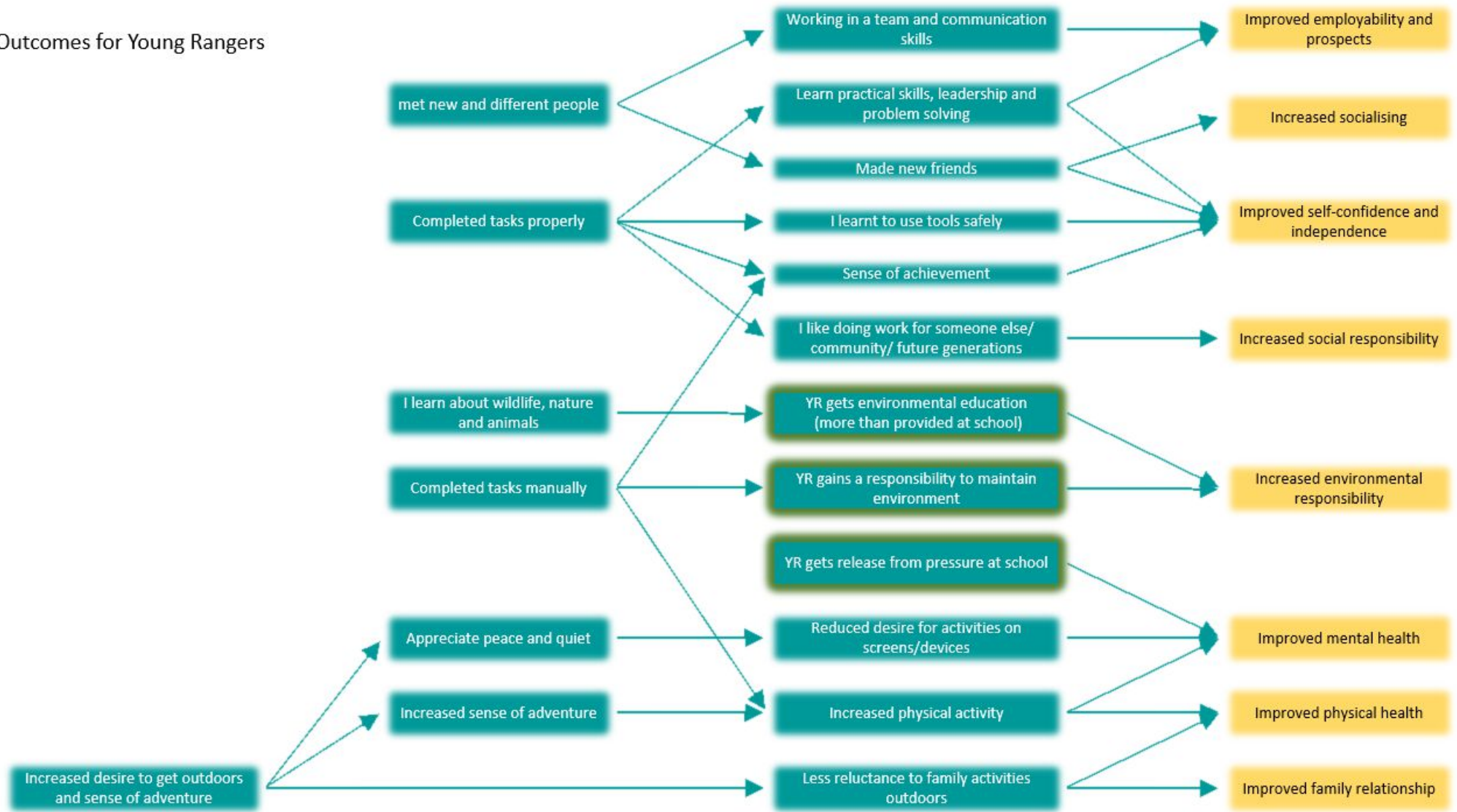
## Outcomes for Explorers



## Outcomes for Explorer Club Families

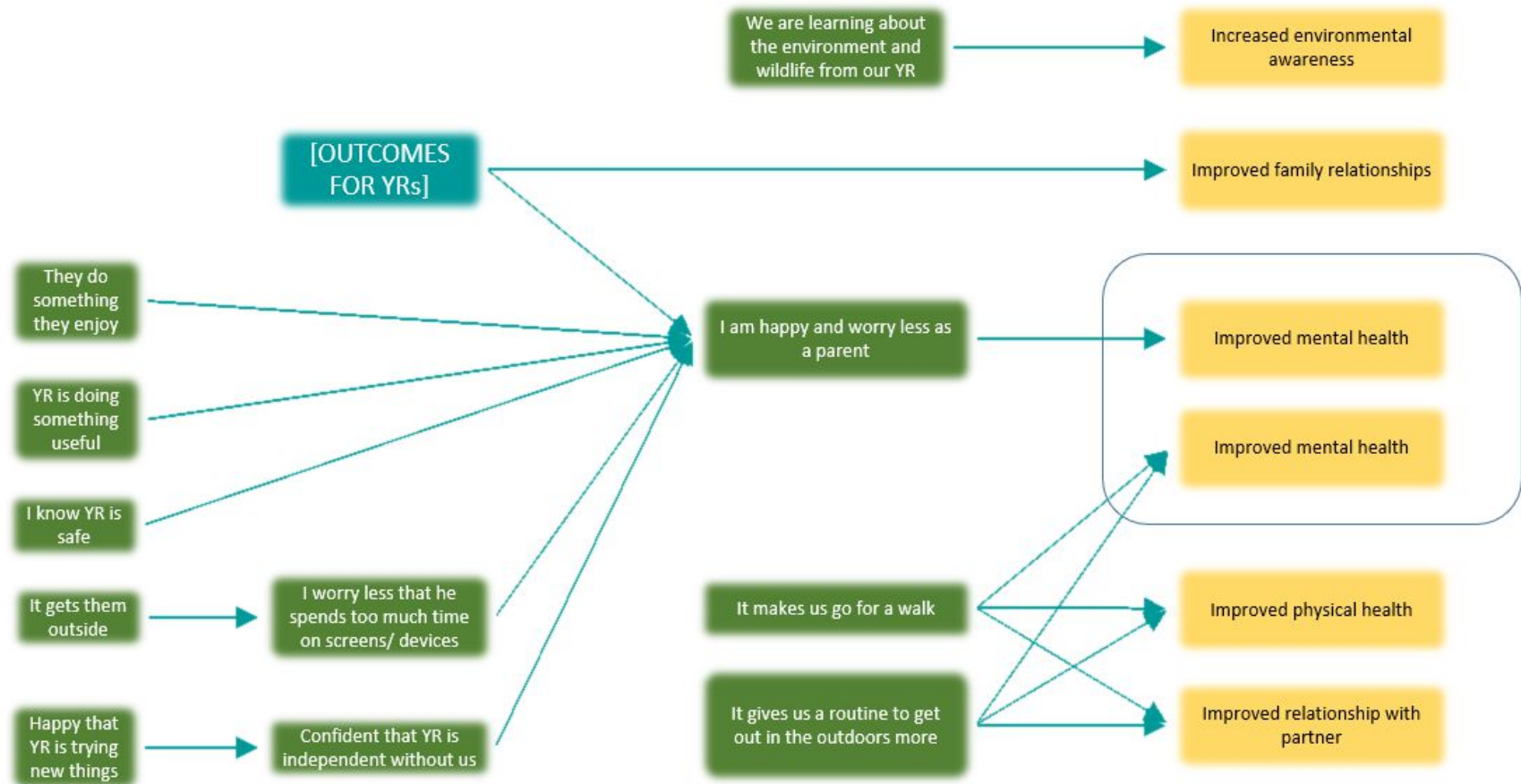


## Outcomes for Young Rangers





## Outcomes for Young Ranger Families



All these outcomes are then the subject of the second phase to assess quantity, duration, value and causality of each outcome.

## 10 Deciding what to Measure

It was agreed not to define outcomes according to funders or investors priorities, but to use definitions from the outcome consultation.

### 10.1 Developing a Value Model

For each outcome, indicators were developed (informed by possible indicators identified by participants above where appropriate) and then data collected, or existing data used, to quantify outcomes where appropriate.

However, any system and model must be proportional and the scope for this project concludes with developing *a simple system for monitoring [outcomes] in the future to complement outputs data*. Therefore, measurement of the baseline included discussion of the design of any future monitoring system.

The simplest models, requiring the least resource going forward, were based on existing data about number of participants and the activities they undertake. To build a Social Value model based on this, existing data will need to be reviewed to see what variables are available and what can be achieved from existing data.

Objectives for the model, building on the original scope, included the following dimensions.

- a. The model will show the outcome quantities and values for a year of delivery of each pilot. Within this data we also aim to:

- i. Show any differences by sub groups (gender, activity, age, etc)
  - ii. Test how many people are gaining outcomes and how many are, rather, maintaining outcomes in any year.
- b. 4 survey instruments for these objectives were designed or each stakeholder group, as follows:

	Explorers	Explorer Club Families	Young Ranger	Young Ranger Families
Consent	○	○	○	○
<b>Outcomes for Children/Young People</b>	○	○	○	○
Magnitude of change	○	○	○	○
Duration of Outcomes		○	○	○
Value of Outcomes	○	○	○	○
Causality of Outcomes		○	○	○
Gender	○	○	○	○
Age	○	○	○	○
Ethnicity		○		○
Education		○		○
Employment		○		○
Household makeup		○		○
Participation level		○	○	○
<b>Outcomes for Families</b>		○		○
Magnitude of change		○		○
Duration of Outcomes		○		○
Value of Outcomes		○		○
Causality of Outcomes		○		○

## 10.2 Defining Outcomes to Measure

The definition of outcomes used in the model from consultations, translated into statements in the surveys for respondents to agree or not, were therefore:

Outcomes for Explorers survey	
<b>Increased socialising</b>	I met some new people and made new friends at Explorer Club
<b>Improved self-confidence and independence</b>	Explorer Club made me feel I could do new things on my own safely
<b>Increased environmental awareness</b>	I know more about nature and how to look after the planet because of Explorer Club
<b>Increased social responsibility</b>	Explorer Club made me think about doing things for other people more
<b>Improved physical health</b>	I am healthier because of Explorer Club
<b>Improved mental health</b>	Explorer Club made me feel happier

Outcomes for Explorer Families survey	
<b>The Explorer Club (including the Explorer Volunteers) has increased my child's socialising;</b>	because they have met new people, made new friends and/or learnt to work in a team
<b>My child is more confident and independent as a result of the Explorer Club (including the Explorer Volunteers);</b>	because they made new friends, learnt new skills, completed tasks and/or used tools safely.
<b>The Explorer Club (including the Explorer Volunteers) has made my child more environmentally aware;</b>	because they have learnt about the outdoors and nature and /or appreciate it more
<b>The Explorer Club (including the Explorer Volunteers) has made my child more socially responsible;</b>	because they have completed tasks for the benefit of others and /or enjoyed doing things for other people
<b>My child is physically healthier as a result of the Explorer Club (including the Explorer Volunteers);</b>	because it made us get outdoors more and/or exercise more
<b>My child's mental health has improved as a result of the Explorer Club (including the Explorer Volunteers);</b>	because they get outdoors more, spend less time on screens/devices and/or because of the cumulative effect of some of these other things
<b>The Explorer Club (including the Explorer Volunteers) has increased my socialising;</b>	because I have met new people, made new friends and/or worked in a team
<b>The Explorer Club (including the Explorer Volunteers)</b>	

<b>has made me more environmentally aware;</b>	because I have learnt about the environment and/or I view the National Park differently
<b>I am physically healthier as a result of the Explorer Club (including the Explorer Volunteers);</b>	because it makes us more inclined to exercise outdoors and/or because it has given us a routine to get out in the outdoors all year round
<b>I am happier and feel like a better parent/guardian;</b>	because of the changes to my child/ren as a result of the Explorer Club (including the Explorer Volunteers)
<b>The Explorer Club (including the Explorer Volunteers) has improved my mental health;</b>	because it gets me out, I am less stressed and/or it gives me a sense of achievement
<b>My family relationships have improved as a result of the Explorer Club (including the Explorer Volunteers);</b>	because we worked together as a family and/or it helped me communicate with my child/ren better

Outcomes for Young Ranger survey	
<b>Young Rangers has improved my employability and prospects;</b>	because it improved my team working and communication skills and/or I learnt practical skills, leadership and problem solving
<b>Young Rangers has increased my socialising;</b>	because I met new and different people and made new friends
<b>I feel more confident and independent as a result of Young Rangers;</b>	because I learnt skills; made friends; used tools safely; and/or I felt a sense of achievement when I completed tasks
<b>I am more environmentally responsible as a result of Young Rangers;</b>	because I learnt about wildlife, nature and animals; and I learnt how to look after the environment and/or I appreciate it more
<b>I am more socially responsible as a result of Young Rangers;</b>	because it made me think about doing things for other people, the community and future generations
<b>Young Rangers has improved my physical health;</b>	because I completed tasks manually; got out more; and/or I am more inclined to go out and exercise with my family now
<b>Young Rangers has improved my mental health;</b>	because I feel less stressed after a session; I worry less about schoolwork/exams; and/or it reduces my desire for activities on screens/devices
<b>My family relationships have improved as a result of Young Rangers;</b>	because I am more inclined to go out and exercise with my family now

Outcomes for Young Ranger Families survey	
<b>Young Rangers has improved my child's employability and prospects;</b>	because it improved their team working and communication skills and/or practical skills, leadership and problem solving
<b>Young Rangers has increased my child's socialising;</b>	because they met new and different people and made new friends

**My child is more confident and independent as a result of Young Rangers;** because they learnt skills; made friends; used tools safely; and/or felt a sense of achievement when they completed tasks

**My child is more environmentally responsible as a result of Young Rangers;** because they have learnt about wildlife, nature and animals; and how to look after the environment and/or appreciate it more

**My child is more socially responsible as a result of Young Rangers;** because it made them think about doing things for other people, the community and future generations

**Young Rangers has improved my child's physical health;** because they completed tasks manually; got out more; and/or they are more inclined to go out and exercise with the family now

**Young Rangers has improved my child's mental health;** because they feel less stressed after a session; they worry less about school work/exams; it reduces their desire for activities on screens/ devices and/or because of the cumulative effect of some of these other things

**My child's family relationships have improved as a result of Young Rangers;** because they are more inclined to go out and exercise with the family now

**Young Rangers has made me more environmentally aware;** because I have learnt about the environment and wildlife from my child/ren

**I am physically healthier as a result of Young Rangers;** because it makes me more inclined to exercise outdoors; and/or it has given me a routine to get out in the outdoors all year round

**My mental health has improved as a result of Young Rangers;** because it makes me more inclined to exercise outdoors; and/or it has given me a routine to get out in the outdoors all year round

**Young Rangers has improved my family relationships;** because my child/ren are more inclined to go out and exercise with the family now and/or because of all the other changes to my child/ren

**Young Rangers has improved my relationship with my partner;** because it makes us more inclined to exercise outdoors; and/or it has given us a routine to get out in the outdoors all year round

**I am happier and feel like a better parent/guardian as a result of Young Rangers;** because I feel my child is doing something useful; is outside more (safely); I worry less that my child spends too much time on screens/devices; and/or because of all the other changes to my child/ren

These definitions were sense checked with the North York Moors National Park Authority before being used in the next phase.

## 11 Developing a Value Map

For each of the outcomes identified, indicators were developed and then data collected.

### 11.1 Choosing data and indicators

As existing data for these newly identified outcomes was limited, 4 online primary data collection tools were developed. These aimed to:

- Test and quantify outcomes
- Measure outcomes with indicators; and
- Involve participants in valuing outcomes and assessing duration and causality

### 11.2 Indicators

Indicators were developed for each outcome to quantify the frequency and depth of each outcome. All stakeholder groups were asked to rank the magnitude of the change they had experienced for each outcomes. Parents were asked about outcomes for their child/ren to triangulate data.

### 11.3 Responses

A good response to the surveys was received, including representation of all the sub-groups identified.

Group	population	responses	sample
Explorer Club	54	18	33%
Explorer Family	48	18	38%
Young Rangers	25	17	68%
Young Ranger Family	38	13	34%
<b>Total</b>	<b>165</b>	<b>66</b>	<b>40%</b>



## 11.4 Modelling quantities of outcomes

Outcomes were measured and valued with primary data from participants.

From the sample that responded to the data collection surveys, results were projected on to the total populations with a simple pro-rata. The sample sizes represented a good response to the survey, but statistically small and small in comparison to national studies, reducing the confidence in results.

The outcomes, in order of quantity (or frequency), were as follows (not all outcomes are shown; smaller insignificant quantities are omitted from these tables):

Outcomes for Explorers		
	freq	%
Increased environmental awareness	54	100%
Improved self-confidence and independence	40	74%
Increased socialising	35	65%
Improved mental health	32	59%
Improved physical health	21	39%
Increased social responsibility	18	33%
	(n)	54

Outcomes for Explorer Families		
	freq	%
Increased environmental awareness	35	73%
Improved mental health (better parent)	30	63%
Improved family relationships	27	56%
Increased socialising	17	35%
Improved physical health	12	25%
Improved mental health (getting outdoors)	12	25%
	(n)	48

Outcomes for Young Rangers		
	freq	%
Improved self-confidence and independence	20	80%
Increased socialising	19	76%
Increased environmental responsibility	17	68%
Increased social responsibility	17	68%
Improved employability and prospects	13	52%
Improved mental health	11	44%
Improved physical health	10	40%
	(n)	25

Outcomes for Young Ranger Families		
	freq	%
Improved mental health (better parent)	23	61%
Increased environmental awareness	20	53%
Improved mental health (getting outdoors)	8	21%
	(n)	38

*It's nice to see [him] coming out of himself and doing something other than computers. It's nice to see him being appreciated and doing something that is of worth to others and doing something that others will appreciate. He tells everyone else in the family what he's been doing.*

**[Young Ranger's Mum]**



## Case Study

### **Young Ranger to Assistant Leader** by GEORGE FARR

Being a member of the North York Moors National Park Young Rangers has been both a challenging and fulfilling experience. I have had the opportunity to take part in some amazing, fun and practical tasks which has allowed me to get involved and be part of the NYM team. It has also given me an insight into the work that goes on to maintain the National Park for us all to enjoy.

Recently, I have had the opportunity to get close up to the seal population at Ravenscar and have learned a lot about their behaviour and breeding habits. My fellow young rangers and I also worked together to repair the paths and steps there, to allow safe access for the public.

Just before Christmas we met with the Ryedale and Scarborough mountain rescue team. I found the day very educational and it gave me a great insight into what they do. Here I tried on some of the safety equipment, such as a dry suit, and also played the victim, where I was put into an inflatable full body splint. I have also learned the art of shelter building and despite the very chilly conditions, helped to clear the ponds at Crow Wood, thankfully only one of us fell in! We soon warmed up with a game of hide and seek.

Now that I have reached the age of 18, I am really excited to be able to start my young ranger training in February, where I will be able to develop my skills and eventually become an assistant leader.

## 11.5 Value of Outcomes

Practice of Social Return on Investment analysis includes the value of outcomes to participants to see which outcomes are most important.

This is not always practiced in cost benefit analysis. However, Government guidance recommends that this is done. The Social Value Act (Public Services (Social Value) Act 2012), requires consideration of social value. HM Treasury guidance on cost benefit analysis also recommends that this was done (The Green Book).

In this analysis we aimed to prioritise the SROI principle of stakeholder involvement. This empowers users directly to tell us how much they valued their outcomes using a consistent comparable quantitative scale. Values for participants in this report are, therefore, all from primary data.

Another benefit of this approach was that there was no method bias between any outcome valuation for participants, enabling confident comparison and conclusion about the most important outcomes.



### 11.5.1 Relative Valuation

The priority order of outcomes, according to value, for participants is shown in the following tables. (These are the mean values for one outcome, according to participants). The relative importance of outcomes was established through a weighting question. Participants were asked how important each outcome was to them, for example:

- not important to me
- not very important to me
- important to me
- very important to me
- the most important thing to me

Weighting was the preferred valuation method as it uses primary data and provides more opportunities for a fair evaluation than tradition financial proxies from different sources.

What emerged was the fact that all the outcomes were valued by participants and they struggled to prioritise them. Therefore, care must be taken to derive absolute values and order from these data on value alone, as some outcomes scored equally or are close together. However, there is some distinction between the top and bottom outcomes.

Values for Explorer Club participants are lower as this unit level compared with similar outcomes for Young Rangers participants. This may be to do with the age and awareness of participants, but appears to be more linked to the duration and intensity of the activities:

- on average, Explorers attended 8.7 events, compared with 11.9 for Young Rangers.
- For similar outcomes, Young Rangers gave higher scores than Explorers for magnitude, duration and value of outcomes.

When comparing data for magnitude and value of change with how many events participants attended, magnitude and value of change increases for both Explorer Club and Young Rangers participants as attendance increases. However, the sample sizes are very small for such comparisons and statically significant results cannot be observed for the relationship with number of events attended.

### 11.5.2 Monetary Valuation

Putting a price or monetary value on a change in someone’s life has many challenges, including technical and moral. However, without it, or another appropriate common unit, it is not possible to compare

- the impact achieved across multiple stakeholders groups to conclude the most important changes overall; or
- the total value with the investment to calculate a social return on the investment as a baseline to improve on.

For these reasons, then, a financial proxy was selected to anchor the relative values (weights) against.

The references chosen, were for the value of self-confidence of young people and adults from the HACT Social Value Bank. Use of these data were licensed under a Creative Commons Attribution Non-Commercial No Derivatives International License.

The Social Value Bank is based on a statistical analysis of life satisfaction data from the British Household Panel Survey, Understanding Society and the Crime Survey for England and Wales under licence by the Economic and Social Data Service (ESDS). The analysis uses the Wellbeing Valuation technique (Daniel Fujiwara R. C., July 2011). The values in the Social Value Bank are based on work presented in the following

publications: (Lizzie Trotter J. V., March 2014) (Lizzie Trotter J. V., May 2015) (Daniel Fujiwara, September 2015).

**The resulting monetary values are sensitive to the selection and appropriate adjustment of the proxy(s), and care should be taken with any conclusions about the absolute monetary values stated.**

However, this approach is a good fit for the purposes of comparison stated above:

- the consistency of the monetary value references used enables comparison across stakeholder groups without any risk of source or method bias; and
- the calculation of a social return on the investment provides a baseline to improve on if the method is repeated.

Outcomes for Explorers	
	relative value
Improved physical health	£766
Increased environmental awareness	£744
Improved self-confidence and independence	£742
Increased social responsibility	£670
Improved mental health	£670
Increased socialising	£622

Outcomes for Explorer Families	
	relative value
Improved family relationships	£855
Improved mental health (better parent)	£784
Improved physical health	£742
Improved mental health (getting outdoors)	£742
Increased environmental awareness	£689
Increased socialising	£672



Outcomes for Young Rangers	
	relative value
Increased social responsibility	£1,736
Increased socialising	£1,488
Improved self-confidence and independence	£1,488
Increased environmental responsibility	£1,323
Improved family relationships	£1,282
Improved employability and prospects	£1,268
Improved mental health	£1,205
Improved physical health	£1,178

Outcomes for Young Ranger Families	
	relative value
Improved physical health	£1,341
Improved mental health (getting outdoors)	£1,341
Improved family relationships	£1,341
Increased environmental awareness	£1,277
Improved mental health (better parent)	£1,117

## 11.6 Duration of Outcomes

The duration of outcomes can be considered in terms of how long each outcome would last after the intervention of activities. This could be thought of as ‘would someone still continue to experience the outcome if they stopped going to Explorer Club or Young Rangers?’ for example. To be confident about the duration of outcomes users would need to be studied for a period without pilots. This would mean postponing any conclusions until this longitudinal data was available.

Instead, participants were asked how long they thought outcomes would last. The outcomes, in order of mean durations (represented in whole numbers of years), are shown in the following tables.

Outcomes for Explorers	
	duration
Increased environmental awareness	2
Increased social responsibility	2
Improved self-confidence and independence	1
Increased socialising	0
Improved physical health	0
Improved mental health	0

Outcomes for Explorer Families	
	duration
Increased environmental awareness	2
Improved family relationships	1
Increased socialising	0
Improved mental health (better parent)	0
Improved physical health	0
Improved mental health (getting outdoors)	0

Outcomes for Young Rangers	
	duration
Improved employability and prospects	2
Increased environmental responsibility	2
Increased social responsibility	2
Improved self-confidence and independence	1
Improved family relationships	1
Increased socialising	0
Improved physical health	0
Improved mental health	0

Outcomes for Young Ranger Families	
	duration
Increased environmental awareness	2
Improved family relationships	1
improved relationship with partner	1
Improved mental health (better parent)	0
Improved physical health	0
Improved mental health (getting outdoors)	0

## 11.7 Causality of Outcomes

Participants were also asked what they would have done if Explorer Club and Young Rangers were not available. Also, how much of the change they experienced was down to Explorer Club and Young Rangers or if some of it could have happened without Explorer Club and Young Rangers, for example:

- I think it could be down to something or someone else
- I think it would happen anyway
- some of it is down to Explorer Club
- most of it is down to Explorer Club
- all of it is down to Explorer Club

Different deadweight and attribution was observed associated with each outcome: for example, most participants felt that their physical health change was only 50% down to Explorer Club and Young Rangers; whilst the improved environmental awareness was largely all down to Explorer Club and Young Rangers. Notably, participants of the Explorer Club (Explorers and their families) thought the increased socialising was all down to Explorer Club and would not have happened anyway.

## 12 Total Value by Group

When combined quantity, duration, value and causality of the outcomes was calculated the total value of each outcome for all the participants who achieved it can be derived.

In order of magnitude, firstly by stakeholder group, the most important outcomes were derived:

Outcomes for Explorers	
	Value
Increased environmental awareness	£45,090
Improved self-confidence and independence	£26,011
Increased socialising	£21,770
Increased social responsibility	£14,088
Improved mental health	£13,644
Improved physical health	£8,043
<b>Total</b>	<b>£128,645</b>

Outcomes for Explorer Families	
	Value
Improved family relationships	£19,016
Increased environmental awareness	£17,570
Improved mental health (better parent)	£9,850
Improved mental health (getting outdoors)	£7,624
Improved physical health	£5,061
Increased socialising	£3,358
<b>total</b>	<b>£62,479</b>

Outcomes for Young Rangers	
	Value
Improved self-confidence and independence	£28,865
Increased social responsibility	£25,334
Increased environmental responsibility	£24,932
Increased socialising	£18,684
Improved employability and prospects	£7,544
Improved mental health	£6,627
Improved physical health	£5,523
Improved family relationships	£1,980
<b>total</b>	<b>£119,489</b>

Outcomes for Young Ranger Families	
	Value
Increased environmental awareness	£31,308
Improved mental health (better parent)	£12,847
Improved family relationships	£6,835
Improved mental health (getting outdoors)	£5,362
Improved physical health	£1,341
improved relationship with partner	£0
<b>total</b>	<b>£57,693</b>

## Case Study

**Age is no barrier to volunteering** by Tammy Andrews, Explorer Club Coordinator  
[taken from Involved autumn 2018]

In the Explorer Club, we believe in introducing the children to volunteering at a young age in the hope that as they grow up, they will develop an understanding of how to look after the environment. They might not understand the concept of 'volunteering' but they know what 'helping' means and they are more than willing to do that!

Katie, seen in the picture receiving her Explorer Club certificate, is only two years old but is happy to lend a hand. When helping to clear out leaves and mud from ditches in Crow Wood, Katie couldn't hold a small spade as it was too heavy. Undeterred by this, she picked up a trowel, sat down and proceeded to scoop the leaves out of the ditch. Even two-year olds can show resourcefulness and determination!



All the Explorer children are extremely proud of the work they do. Due to their age, they don't get the same amount of work done as our adult volunteer groups, but they always do a good job and they know every little bit counts. Just the other day, some Explorer Volunteer families were carrying out some gardening in the welcome area in Staithes. The younger children were finding it really difficult to reach up and shovel the mulch out of the large dumpy bags. It would have been easy for them to give up and find something else to do but they didn't, they worked out a solution without any adult input. They climbed up into the dumpy bags and proceeded to shovel the mulch into the wheelbarrows below! Having lots of child size tools and equipment means that no matter how old they are, they can get involved. By teaching young children that volunteering is fun and rewarding, we are ensuring that the special qualities of our National Park will be conserved for future generations.

As volunteers, the children are developing a range of life skills such as problem solving and perseverance. The children enjoy learning new skills and always work hard during our practical tasks. They are eager to help out whenever they can. This was illustrated recently when some of our new Explorer Club families met Roger (Voluntary Ranger) and Paul (Assistant Ranger) who were digging out a rotten information board near Castleton. One of the children picked up a spade and started helping them to fill the hole back in. He hadn't been asked to, he just did it instinctively!



## 13 Participant Profile

There were some biases and differences observed amongst profiling variables that are unlikely to be representative of the geographical populations that surround the National Park. These are commented on below. These all depend on the survey samples being representative to represent the whole population. However, with small sample sizes like this, that become even smaller for each group and profile variable, care must be taken with the results as to how significant the biases and differences are in the data.

A full analysis of all the data and potential relationships, group by group, between quantity, duration, value, causality, total value and all the profile variables would require a regression analysis of up to 120 single relationships. This was considered disproportionate for the sample size and scope. Instead, insights have been manually observed from data, or hypotheses tested.

There are 2 broad categories of insight: the profile and any differences in values put on outcomes accordingly.

### 13.1.1 Gender

Although there is a balance within Explorers and Young Rangers populations; mothers and female family members appear more involved than fathers and male family members.

Group	Gender	
	M	F
Explorers	8	10
Explorer Club Families	1	17
Young Ranger	10	7
Young Ranger Families	3	10
<b>Total</b>	<b>22</b>	<b>44</b>

There was no relationship between participants gender and the values they put on their outcomes.

### 13.1.2 Age

There was a wide range of ages represented. There was no relationship between participants age and the values they put on their outcomes.

### 13.1.3 Ethnicity

All families in the sample described their ethnic group as British.

### 13.1.4 Marital status

2 Explorer families, 11% of the Explorer sample, described themselves as single parent families. They did not put a significantly differently total value on their outcomes to others.

For the specific outcome of increased socialising, they either valued the outcome below average or did not achieve the outcome. The sample was very small.

### 13.1.5 Employment status and Educational Background

There was a mix of employments and educational backgrounds.

Employment status	
In Part-time employment	42%
In Full-time employment	32%
Homemaker	13%
Other (please specify)	13%
Casual worker – not in permanent employment	0%
Student	0%
Retired and living on state pension	0%
Unemployed or not working due to long-term sickness	0%
Carer of other household member	0%



Respondents in full-time employment and self-employed, gave slightly higher values on average for their outcomes.

Educational Background	
Post-graduate degree	26%
College or university	58%
Higher or secondary or further education (A-levels, BTEC, etc.)	13%
Secondary school up to 16 years	3%

Educational background made no significant difference to the total value respondents put on their outcomes, or the specific outcome of increased environmental awareness.

These profiles suggest the sample represent medium to high income households with a high degree of education.



## 14 Total Value

Secondly, we can compare all outcomes for all stakeholder groups together:

Stakeholder	Outcome	Value
Young Ranger Parents, Carers and Grand Parents	Increased environmental awareness	£31,308
Explorers	Improved self-confidence and independence	£26,011
Young Rangers	Increased environmental responsibility	£24,932
Explorer Parents, Carers and Grand Parents	Improved family relationships	£19,016
Explorer Parents, Carers and Grand Parents	Increased environmental awareness	£17,570
Explorers	Improved mental health	£13,644
Explorer Parents, Carers and Grand Parents	Improved mental health (better parent)	£9,850
Explorer Parents, Carers and Grand Parents	Improved mental health (getting outdoors)	£7,624
Young Ranger Parents, Carers and Grand Parents	Improved family relationships	£6,835
Young Rangers	Improved physical health	£5,523
Explorer Parents, Carers and Grand Parents	Improved physical health	£5,061
Young Rangers	Improved family relationships	£1,980
Young Ranger Parents, Carers and Grand Parents	improved relationship with partner	£0

Aggregated across stakeholder groups, the most important outcomes were as follows.

	Explorers	Explorer Families	Young Rangers	Young Ranger Families	Total	
Increased environmental awareness/ responsibility	£45,090	£17,570	£24,932	£31,308	£118,899	32%
Improved mental health	£13,644	£17,474	£6,627	£18,210	£55,955	15%
Improved self-confidence and independence	£26,011		£28,865		£54,876	15%
Increased socialising	£21,770	£3,358	£18,684		£43,812	12%
Increased social responsibility	£14,088		£25,334		£39,422	11%
Improved family relationships		£19,016	£1,980	£6,835	£27,830	8%
Improved physical health	£8,043	£5,061	£5,523	£1,341	£19,968	5%
Improved employability and prospects			£7,544		£7,544	2%
					<b>£368,306</b>	

## 15 Social Return

Finally, if the total value is compared with the investment and inputs required to create the value, a ratio of return can be calculated.

This means for the North York Moors National Park Authority: for every pound of investment in Explorer Club and Young Rangers there was 6 times as much social value created for participants.

Pilots for 165 participants cost £60k and created value of approx. £368k.

Total investment	£60,642
Value for Explorers	£128,645*
Value for Explorer Families	£62,479*
Value for Young Rangers	£119,489*
Value for Young Ranger Families	£57,693*
<b>Total Value</b>	<b>£368,306*</b>
Social Return on Investment	6

*\*after discounting*





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