Environmental Action Fund project evaluations: Good practice handbook

Report completed for the Department for Environment, Food and Rural Affairs by Kathryn Rathouse Social Research

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Environmental Action Fund project evaluations: Good practice handbook

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Groups funded by the Environmental Action Fund were offered support to help them evaluate their projects. This consisted of:

- A one-to-one meeting to plan their evaluation
- Telephone and email advice to assist them with implementing their plan
- This good practice handbook to provide ideas and examples

The handbook was written in March 2007 and at the time was intended for use only by the EAF groups. At the end of the EAF programme, the groups kindly agreed that the handbook could be made publicly available. Several of the EAF groups have made changes to their evaluations since March 2007 but the handbook has not been revised.

Kathryn Rathouse, May 2008
Background

This handbook has been put together so that groups funded by the Environmental Action Fund can learn from each other. When reviewing the groups’ evaluation plans last year, I was impressed by your collective know-how and felt this should be shared. Some of the groups also expressed an interest in finding out about other groups’ evaluations.

This handbook sets out some general principles and issues. To illustrate these, the handbook gives short descriptions of examples from the EAF groups (in boxes throughout the handbook) and includes material from the EAF groups (in the appendices). Several of the groups who contributed material were keen to point out that it was not perfect. Nevertheless, all the material included here illustrates an important point about evaluation.

Hopefully the EAF groups will continue to learn from each others’ evaluations. Defra would like to encourage you to talk to each other, ask questions via listserv, and get in touch with me (see contact details below). I will continue to build up my bank of evaluation material, and would particularly like to see more of:
• your qualitative research material (topic guides, recruitment scripts etc)
• examples of how you have used, reported on, and disseminated findings from your evaluations

Please note that:
• I have generally included material from groups that I have had most to do with. If your group’s evaluation is mentioned rarely or not at all, this is not a reflection on the quality of your evaluation.
• Some of the examples of evaluation described in this handbook have already been carried out while others are plans and may therefore change before they are carried out.

Kathryn Rathouse, March 2007

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1 Why evaluate

Defra is keen to add to the pool of knowledge about how best to promote sustainable consumption and production. This knowledge will help direct future efforts. The Environmental Action Fund groups have therefore been asked to carry out evaluations to find out whether their projects are bringing about behaviour change and if so, how, when and why.

The EAF groups themselves have a wide range of reasons for carrying out evaluations of behaviour change (listed below with examples). These reasons fall into two broad groups: understanding the project processes and outcomes, and enabling the project to continue or grow.

Several reasons are popular. In particular many of the groups:
- Value the opportunity to check whether they are meeting their aims
- See that findings from evaluation provide a sound basis for improving their project
- Recognise that an evaluation that demonstrates what their project is achieving could help no end with future funding applications

### Evaluating to understand project processes and outcomes

1 **What should the project be like?**
   - **Sustain** Their baseline research was intended to gain insight into the situation at the start of the project, in order to give it direction.
   - **Carplus** Their baseline survey helped identify the likely take up of a car club, what sort of cars it should include, and where the cars should be located.

2 **Does the project meet participants’ needs?**
   - **Cornwall Sustainable Building Trust** To find out the effectiveness of its training for the individuals who attended.
   - **Sustain** To understand whether the project has been successful in providing a quality of experience that will keep restaurants and businesses on board.

3 **Does the project meet its goals?**
   - **Marine Stewardship Council** To find out if they have had an impact on the purchasing and consumption of fish products from sustainable (MSC certified) fisheries.
   - **Peace Child** To formalise what Peace Child knows intuitively i.e. that the programme works.
4 **What are the project’s outcomes (both intended and unintended)?**
   Conservation Foundation
   To confirm, quantify and flesh out the anecdotal evidence they hear suggesting that people involved in Parish Pump are making changes in their lives or communities.

5 **Should the project continue? Should it expand?**
   National Trust
   To trial a number of pilots in order to develop best practice models for future replication across its properties. National Trust views their EAF project as a series of pilots.
   Soil Association
   To help decide to what extent it should invest in local groups to meet its project objectives in terms of increasing awareness about, consumption of, and demand for organic food.
   Studentforce
   To make sure the project is working well before it is ‘set in stone’ in a toolkit.

6 **How can the project be improved?**
   Envision
   To feed into development of the programme, such as the design of the initial meetings with students and training of staff and volunteers.
   Marine Stewardship Council
   To track progress, change direction if necessary, and help develop their working in response to feedback and purchasing trends.
   Youth Hostels Association
   By assessing which of the various approaches they are taking to behaviour change are successful, they can adapt and adjust less successful approaches for better results.

7 **How is the project operating?**
   Conservation Foundation
   To find out what intentions have been actioned and what Parish Pump’s involvement has been in making that happen.
   SPAN partnership
   To find out how the project partners can work together to provide the best support to groups to help them achieve their objectives.

8 **Why does the project work (or not work)?**
   Devon and Cornwall Housing Association
   To identify triggers for environmental behaviour and to understand why change happens.
   Global Action Plan
   To understand which delivery method works best.

9 **How cost effective is the project?**
   The Green Blue
   To identify what works well and what works less well in order to allocate resources effectively in the long term.
Evaluating to enable the project to continue or grow

1 Attracting/retaining participants
   Studentforce To produce material to persuade organisations to take part (‘If you have a check with us these are the kind of savings you can make’).
   Eden LA21 To be able to provide feedback to communities.
   Peace Child To prove to young people that they are making a difference.

2 Attracting/retaining volunteers

3 Attracting/retaining partners

4 Attracting/retaining funding
   Envision To demonstrate the effectiveness of the programme to attract funding.
   London Sustainability Exchange To track the success of the projects in relation to the funders’ targets.

5 Attracting publicity
   Envision Possibly to use for newsworthy statistics and quotes for press releases.
   Peterborough Environment City Trust To publicise the project to other organisations, including those who may wish to replicate it.

6 Miscellaneous
   Marine Stewardship Council To develop a database of interested parties.
   Sustain To make contacts that will help with the delivery of the project.
2 What to evaluate

All or part of the project?

Many of the Environmental Action Fund projects have several parts. Where this is the case, it makes sense to evaluate part of the project thoroughly, rather than trying to evaluate the whole project and only managing to do so superficially.

Some groups are evaluating one part of their project. They have chosen the part they believe is most effective at changing behaviour, most developed, or most practical to evaluate.

Focusing on most effective part of the project – Peterborough Environment City Trust

This group encourages households to live more sustainably through household visits, events and a website. They decided to evaluate the impact of their household visits, rather than their events or website, as the team believe this element of the project has most impact on behaviour.

Other groups are evaluating more than one part of their project. This will allow them to make comparisons between different parts, to reflect the breadth of the project, or to look at experimental as well as more established parts of their projects.

Comparing parts of the project – Global Action Plan GAP’s evaluation focuses on their work with households, mainly because this is the most established part of the programme and has had the most consistent data collected. It looks in less depth at other delivery methods (e.g. at work) for comparison purposes.

Evaluating several parts of the project to reflect its breadth – Cornwall Sustainable Building Trust

They decided that their evaluation should focus on four training courses, to reflect the variety of training on offer. The courses to be evaluated will range from ‘DIY Solar Hot Water Heating’ to ‘Recycled Materials and their Uses’.

Evaluating experimental parts of project – Sustain

They are evaluating two strands of their project: working with restaurants (expected to be a ‘quick win’) and working with ethnic food businesses (expected to take longer to have an impact, but the impact could be very large once it kicks in).
Some groups are opting for a middle path. They have chosen one part of the project for intensive evaluation and others for more superficial treatment; or one part to evaluate now, leaving others for later if time and resources allow.

Focusing on the most developed part of the project – Marine Stewardship Council Fish & Kids will be the main focus of evaluation with less intensive evaluation of Fish & Kitchen. Fish & Kids has been developed first and has the most baseline data.

**Behaviour change**

As requested by Defra, the groups’ evaluations are focused on behaviour change. Reflecting the aims of their projects, some are tightly focused on a single area of sustainable consumption while others are looking at several areas.

Some groups are looking at the whether there has been crossover into different parts of people’s lives (e.g. both at home and at work) or into different areas (e.g. recycling paper as well as composting). Even some projects that are aiming to change behaviour in just one area are looking at behaviour change in several areas to explore whether crossover occurs.

**Crossover of behaviour change between different areas of sustainable consumption – Soil Association** While their project (and baseline survey) is focused on promoting sustainable food consumption, their follow up survey will probably also ask whether members have taken up any other environmental behaviours as a result of contact with the project.

**Crossover of behaviour change between different areas of sustainable consumption – National Energy Action** NEA’s project is focused on promoting sustainable energy consumption and to a lesser extent water consumption. However, their questionnaires look at a wider range of environmental behaviours, including waste and transport.

**Crossover of behaviour change between different areas of sustainable consumption – National Trust** National Trust is planning a ‘light bulb amnesty’ to promote energy conservation. They will ask people who have been given a light bulb to fill in a questionnaire some time later. As well as asking whether the giveaway light bulbs have indeed been used, the questionnaire will also ask about other energy conservation behaviours such as turning off appliances rather than leaving them on standby.
Crossover of behaviour change between work and home - National Trust

The base camp project involves ‘greening’ the camps that provide working holidays for volunteers. As well as looking at the impact on volunteers, National Trust will look at the impact on leaders and wardens. The behaviours evaluated will cover food, energy, waste and water. Leaders and wardens will be asked about behaviour change at home, as well as at the base camps, thereby exploring whether there has been any crossover from work to home.

Precursors to behaviour change

As well as looking directly at behaviour change, the groups are looking wider. Most are exploring why behaviour change does or does not happen and what could be done to encourage more. This is clearly important for the projects’ themselves. It also feeds into the wider understanding of behaviour change. Brook Lyndhurst’s standard questions (see chapter 3) have been developed to address this issue and to understand, for instance, whether participants believe in what they are doing; whether behaviour change is simply due to facilitation, e.g. giving out light bulbs, or to conscious deliberative change; and whether behaviour change is the result of guilt or social pressure.

Some of the groups are also looking at the precursors of behaviour change. Where behaviour change may not be evident yet, they are looking for evidence of interim steps that might precede behaviour change.

Looking at precursors of behaviour change - Soil Association

The aims of the Soil Association local groups, in terms of changing consumer behaviour, are as follows:
- know more about local seasonal organic food and opportunities to access it
- eat local seasonal organic food
- buy local seasonal organic food
- meet and build relationships with producers
- tell/share with others

In terms of behaviour change evaluation, the focus will be on buy and eat. However, to understand precursors to behaviour change and the influence local groups are having on their communities, the evaluation of local group activities will also include know, meet, and tell/share.

Issues besides behaviour change

While focusing on behaviour change, some of the groups are also looking at other issues or impacts in their evaluations. Some examples are given below.
Issues evaluated besides behaviour change (1) - Sustain This group is interested in finding out about participant satisfaction with their service, as well as its impact. A good quality of experience will help keep restaurants and businesses involved in the project.

Issues evaluated besides behaviour change (2) - Envision This group aims to increase young people’s confidence, leadership, communication, teamwork and other skills, as well as their sustainable consumption. When reporting back to schools whose pupils they have worked with, they feed back school-specific findings on skills and a desire to make a difference, rather than issues to do with sustainable behaviours.

Issues evaluated besides behaviour change (3) - SPAN partnership This group of five national organisations is providing support to community groups that are working to promote local food production and consumption. This group is interested in evaluating the process of the five organisations working together, as well as the outcome in terms of behaviour change at the local level.

Background information

Groups are also recording background information that will be of use in understanding how their projects are working. In particular, many of the groups working with households are asking participants for socio-demographic information.

Collecting socio-demographic information – Somerset Trust for Sustainable Development This group asked for socio-demographic information in the questionnaire they sent to people who had been in contact with their project. They then compared findings from their questionnaire with the 2003 Somerset Community Profile to see whether the people they are reaching are typical of people living in Somerset. The Somerset Community Profile, produced by Somerset County Council, provides information about the demographic composition of the county as well as other issues. It draws on several sources of information, in particular the 2001 Census.
3 How to evaluate

Quantitative methods (1) - questionnaires

**Type of questionnaire** The EAF groups are using questionnaires of various types: self-completion and interviewer-administered; delivered face-to-face, over the telephone, web-based, and by email. The different approaches have different advantages and disadvantages and are suitable in different circumstances.

Web-based questionnaires should be used with care. They have several advantages over postal questionnaires, including data being entered directly into a spreadsheet. However, unless people are visiting a website anyway, they are unlikely to do so just to fill in a questionnaire. In addition, only people with access to a computer can complete them.

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**Self-completion questionnaire – London Sustainability Exchange** They hand out questionnaires when they visit, for instance, mosques to talk about sustainability. The questionnaires enable LSx to identify the respondents’ eco-footprints. Using self-completion questionnaires is less labour intensive than interviewing people but community champions/volunteers and LSx staff are on hand to help people fill in questionnaires if needed.

**Email and telephone questionnaires – Action for Sustainable Living** One strand of AfSL’s work involves getting people to pledge, for instance, to start recycling. Rather than making follow up phone calls to people who have signed up to pledges, one of the AfSL project workers likes to send follow up emails. This approach enables quotes to be collected easily; is less time intensive as there is no need to phone back repeatedly until someone is in; and respondents may find it less intrusive and more convenient as they can respond in their own time.

**Self-completion questionnaire – Carplus** Carplus opted for self-completion questionnaires. Although this method results in a lower return rate compared to some other methods such as face-to-face interviews, they felt it was balanced out by the in-built time for consideration which results in a more meaningful and reliable response.

**Self-completion or telephone questionnaires – Forest Stewardship Council** This group is considering how best to carry out a survey with staff at large retailers of wood products. They would like to ask them about recognition of the FSC logo, among other issues, and are aware that this will be difficult to do over the phone. They are therefore considering self-completion questionnaires.
Face-to-face, telephone and web-based questionnaires – Marine Stewardship Council
 MSC used a face-to-face survey with children, a web-based survey for the general public, and a telephone survey of local education authority buyers. This will be repeated in year 3 to show ‘before’ and ‘after’. The survey with children was an omnibus survey while the other two were bespoke.

Web-based and postal questionnaires – Conservation Foundation
They have a paper and web-based version of their questionnaire. They encourage participants to complete the questionnaire online to avoid paper wastage.

Web-based questionnaire – Peace Child
For participants taking part in Peace Child’s programme remotely, they intend to use a web-based questionnaire. One of the advantages is that reminders to fill in the follow up questionnaire can be automatically generated.

The groups using questionnaires are taking a number of steps to make their questionnaires easy to understand and to answer. It is important to consider question wording, questionnaire length, layout and look.

Groups designing questionnaires are strongly advised to look at other questionnaires to pick up ideas. A number are included in Appendix A.

**Question wording and content**

Groups have taken great care to make sure that their questions make sense to respondents and are not too difficult or uncomfortable to answer. Reflecting the variety of projects, some questionnaires focus on particular areas of sustainable consumption and production while others cover several. They ask a range of question, mainly on environmental behaviours and attitudes.

EAF groups are strongly encouraged to use Brook Lyndhurst’s behaviour change questions (see Appendix A) for several reasons. Firstly, the questions have been carefully worded by the Brook Lyndhurst team. Secondly, Brook Lyndhurst will use the questions in a national ICM survey so groups will be able to compare their own findings to the findings from this survey. Thirdly, findings will feed into Brook Lyndhurst's full review of the EAF. By using the questions, groups will therefore be contributing to the understanding about how to bring about behaviour change.

Some groups are also using or intend to use other standard questions. Two good sources are the Office for National Statistics harmonised questions and the ESRC Question Bank (qb.soc.surrey.ac.uk).
Questionnaire on sustainable food consumption – Soil Association
This short questionnaire (see Appendix A) contains questions about food purchasing behaviour.

Questionnaire on sustainable travel – Carplus
This deliberately brief questionnaire (see Appendix A) contains detailed questions about travel behaviour and attitudes.

Questionnaire on reuse – Association of Charity Shops and CCORRN
Members of the public were asked about their reuse behaviour and attitudes towards reuse (see Appendix A).

Using standard questions – Devon and Cornwall Housing Association
They based their questionnaire on one developed by Exeter University. Exeter University had used the questionnaire with several thousand households in Devon, providing a useful comparison for the DCHA survey.

Using standard questions – Wiltshire Wildlife Trust
This group is considering using some of the Office for National Statistics harmonised questions on social capital.

**Questionnaire length**
On the whole the groups are trying to keep their questionnaires short. While respondents are sometimes happy to complete long questionnaires, data quality and response rate suffers. Groups using self-completion questionnaires are generally aiming for no longer than 4 A4 pages. Some have managed to make them shorter, even fitting on an A5 postcard.

Short self completion questionnaire – Envision
The questionnaire layout is clear and it is short – just one A4 page (see Appendix A). After revision, it only includes questions that Envision really intends to analyse and report on.

Short self completion questionnaire – Eden LA21
Their questionnaire has one page of questions to be completed by everyone and another to be completed by people who have the time or interest (Appendix A).

**Questionnaire layout and look**
Self-completion questionnaires should look un-intimidating and ideally interesting. Interviewer-administered questionnaires need to be easy for interviewers to follow.
Layout of self-completion questionnaire – Westden This questionnaire is not just a mass of words but contains plenty of white space and pictures (see Appendix A).

Layout of self-completion questionnaire – Carplus The household survey was printed on an A4 sheet and presented in A5 folded booklet form.

Layout of interviewer-administered questionnaire – Marine Stewardship Council Their interviewer-administered questionnaires contain clear instructions to interviewers about, for instance, routing, when to show showcards, whether to prompt respondents, and how many responses can be recorded for each question (see Appendix A).

Quantitative methods (2) – measurements

So far only a few groups are collecting meter readings, weights of waste or other measurements. Some others are doing detailed audits of buildings. Data of both these types is very useful and is worth the additional effort to collect it.

Taking measurements (1) – Devon and Cornwall Housing Association They paid extra for the waste company who collects waste from a housing estate to weigh the bins as well.

Taking measurements (2) – Global Action Plan Ecoteamers record their meter readings monthly and weigh their rubbish and recycling weekly for 4 consecutive months.

Taking measurements (3) – National Trust Base camp managers will be asked to record waste and meter readings before and after installing green facilities. They will also need to record the number of visitors to their base camp to make sense of the waste and energy information.

Qualitative methods

The groups are using focus groups, in-depth interviews and self-completion questionnaires to collect qualitative feedback from project participants.

When choosing between focus groups and in-depth interviews, there are a number of factors to consider. On the whole, EAF groups doing more group-based work are opting for focus groups while EAF groups doing more one-to-one work are opting for interviews.

Focus groups have the advantage of being able to hear from several people in
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one go and are therefore a good use of time. They are also useful for generating ideas because people can bounce ideas off each other.

On the other hand, individual interviews are more suitable where it is difficult to get a group of people together, for instance, if they are geographically dispersed. Interviews are also better for hearing detailed accounts about, for instance, how people’s habits have changed since their contact with a project.

Carrying out focus groups and in-depth interviews is a skill. If staff are new to it, they may need training or at least advice beforehand.

It is fairly common to include the odd open-ended question in a self-completion questionnaire. It is not usually advisable to have a whole questionnaire of open-ended questions, although they do work in certain circumstances. Respondents usually want to complete questionnaires as quickly as possible and open-ended questions take longer to fill in.

In depth interviews – Sustain
This group carried out interviews with restaurateurs and other stakeholders at the start of their project. They worked to a topic guide (Appendix A) that lists issues to cover in the interview. Their topic guide is well structured. It begins with some general background information about their restaurant. The topic guide moves onto issues that are central to the project i.e. suppliers, ingredients and sustainability. It ends with some forward-looking questions including restaurateurs’ future plans and wish list for policy makers.

Focus groups and face-to-face interviews – Global Action Plan
Recognising that carrying out focus groups is a skill, their excellent advice provided by UEA (see appendix A) gives tips about how to, for instance, keep the focus group on track. Their topic guide is well structured. It is chronologically ordered: it starts by asking about how people came to be involved in Ecoteams, then asks how they found the Ecoteams process, moves on to ask about changes made as a result of Ecoteams, and finally asks about what they intend to do long term. UEA advises focus group moderators to end with a positive question such as ‘If you had one message to give people about Ecoteams, what would it be?’
**Telephone interviews – Studentforce**
For time reasons, they have opted to carry out interviews over the phone, rather than face-to-face. Interviews will be tape recorded. They will be carried out by volunteers. All are involved in marketing and therefore are very comfortable talking to people and drawing out their views. They will be given some briefing notes on carrying out in-depth interviews and a tape recorded example interview.

**Postal questionnaire and telephone interviews – Common Ground**
Common Ground want to hear from Apple Day organisers around the country. They plan to send postal questionnaires to all organisers they know of, followed by telephone interviews with a selection. The telephone interviews provide depth of information, the postal questionnaires breadth of information. Although the postal questionnaires contain only open-ended questions, many Apple Day organisers do return one. This type of questionnaire works in this situation for a number of reasons. Firstly, the questionnaire is short – just two A4 pages (see Appendix A). Secondly, Apple Day organisers have benefited from advice and material from Common Ground so they see the point in returning a questionnaire. Thirdly, they are committed to Apple Day, as is evident by the effort they put into organising events.

### Multi-method approach

Most groups are adopting a multi-method approach, using two or more complementary methods. This has a number of advantages. In particular, using multiple methods allows one source of information to be compared against another.

Importantly, most groups are using both qualitative and quantitative methods. This is useful because the two approaches serve different purposes: quantitative methods are good for establishing the extent of behaviour change, while qualitative methods are good for understanding how and why it does or does not happen.

Another advantage of the multi-method approach is that different methods might suit different people or different situations. Some groups have, for instance, considered running group discussions with involved participants and individual interviews with less involved participants. The latter might be less willing to make the effort to go to a group discussion but may be prepared to give up a short time to be interviewed.
Multi-method approach – Devon and Cornwall Housing Association
They are using a wide range of methods to look at a wide range of issues. On the issue of waste reduction among their residents, changes in the weight of waste (measured by the contractors who collect it) can be compared with changes in self-reported waste behaviours from a questionnaire.

Multi-method approach – Community Services Volunteers (Growing Gains)
CSV plan to use several approaches, partly for comparison purposes and partly to give teachers a choice about what methods they would like to use. The planned methods include:
- Food diary kept by children.
- Classroom discussion about personal and family consumption and production of vegetables.
- Activity sheet recording same information as an alternative to classroom discussions.
- Parents’ questionnaire recording their view of impact of programme on children (e.g. queries, making positive food choices) as well as their buying habits with respect to local, seasonal and organic food.
- Interviews with selected children about personal choices and the programme impact.

Different methods to suit different people – Peace Child
This group has a paper questionnaire and pledge form that works very well with primary school children. However, secondary children seem reluctant to fill in the pledge form designed for them. Peace Child plans to try a web-based pledge form for this age group in the hope that the ‘cool factor’ may encourage them.

Refining evaluation methods
As the Environmental Action Fund runs over three years, groups that began their evaluations early have the opportunity to refine and improve the methods they are using.

Groups improving their questionnaires have taken into account, for instance, the questions respondents asked when completing them. They have also looked at the data to see where there is a lot of missing data or data that does not make sense. They have tried to balance the need to improve questionnaires with the need to be able to compare with earlier cohorts of project participants or compare answers before and after contact with the project.
Improving questionnaire (1) – The Green Blue went through eight iterations before ending up with a questionnaire that all involved were happy with. This is quite normal. It is worth putting in the time to get the questions right to make the later effort involved in issuing questionnaires and reminders, inputting data, data analysis and report writing worthwhile. (The Green Blue is a joint initiative from the British Marine Federation (BMF) and the Royal Yachting Association (RYA) to raise environmental awareness amongst the recreational boating community.)

Improving questionnaire (2) Global Action Plan This group has recently written up the results from focus groups carried out with and questionnaires completed by Ecoteamers. In the process, they became aware of a number of improvements that could be made to their questionnaire. These are listed in the report (see Appendix E).

Improving questionnaire (3) Westden This group had to be pragmatic and send their questionnaire out although they felt there were more revisions that could be made. The Green Village project is a pilot. Westden will be revisiting everything that was done, including the design of the questionnaire, to learn how they could improve or change it to benefit other communities.

Refining evaluation method – Peace Child Peace Child needed to find a quick, simple and reliable way of collecting baseline data that could be used by their teenage ‘ambassadors’. They first tried asking for a show of hands to find out how many children in a class did each of several behaviours. However, this took too long, children lost interest, and they tended just to say that they did what their friends did. Peace Child now asks the children to fill in a form first, then ask for a show of hands. They have also shortened the list of behaviours. This works well.

Opportunistic data collection

A number of groups have spotted opportunities to collect data during their day-to-day project work. Making the most of these opportunities by recording this data systematically can supplement data collected in other ways. There are clearly constraints on opportunistic data collection. For instance, informal interviews or group discussions that are tagged onto other meetings will of necessity be shorter than traditional in-depth interviews and focus groups.

It is important to have a system in place for recording data and to make a point of doing so frequently and regularly. Recording general impressions some time later is a poor substitute as they will be much less accurate.
Opportunistic data collection (1) – Marine Stewardship Council On an ongoing basis, the team are collecting quotes from participants (e.g. Brakes, local education authority buyers, children) on the progress of the programme to help them identify successes and problems.

Opportunistic data collection (2) – Community Services Volunteers They plan to run focus groups at regular meetings with gardening groups on their Concrete to Coriander project. They will routinely record positive and negative comments.

Opportunistic data collection (3) – National Trust The team running the EAF project has been given space for three questions about green facilities in the standard questionnaire that National Trust sends out to all working holiday volunteers.

Conversely, data collection can also prompt behaviour change. For several of the groups this makes good practical sense and helps them bring about behaviour change. However, it is important to recognise that this will affect data quality. For instance, questionnaires intended to prompt behaviour change as well as to collect data run the risk of encouraging people to say that they do more than they really do. Similarly sending out project material with questionnaires is likely to have an impact on the answers given.

Measurement tool prompting behaviour change – Eden LA21 This group views their behaviour surveys as simultaneously an information gathering exercise and also as an educational / awareness raising opportunity. Sometimes the outcome of these surveys was unexpected, yet still successful in achieving one of the objectives. One particular survey strikingly illustrates this point. Questionnaires were sent out on the back of a “50% off” promotional Ecover voucher scheme that Eden LA21 developed so that they could collect data when the vouchers were used at a local shop. Very few of the vouchers/questionnaires were actually used or returned. Despite this, sales of Ecover soared, with purchasers alerted to the benefits of using Ecover but unmoved to use their vouchers! The voucher/questionnaire had done an excellent job of prompting behaviour change, though it had worked less well as a data collection exercise.
Using existing data

A few groups are making use of data in their evaluations that is already collected for other purposes. It makes sense to do this wherever possible as the data is pretty much ready and waiting.

Using data collected for other purposes (1) – Peterborough Environment City Trust  Anglian Water, one of their project partners, will hopefully provide water consumption information (meter readings) for some households in the project.

Using data collected for other purposes (2) – Common Ground  This group will use a press cuttings service that collects relevant material for them from both national and local press. They intend to carry out a detailed analysis of these press cuttings around Apple Day to give a feel for the wider impact of Apple Day events.

Using data collected for other purposes (3) – Marine Stewardship Council  This group is looking at confidential sales data from their foodservice project partner, Brakes, and measures the number of fish products they offer that are sustainably sourced.

Measuring changes in behaviour

The groups are taking three broad approaches to measuring behaviour change. There are also a few variations on these approaches.

• Asking the same identifiable participants about their behaviour before and after contact with the project.
• Asking participants anonymously about their behaviour before and after contact with the project.
• Asking participants what they have started doing or do differently since their contact with the project. This is the approach taken by the Brook Lyndhurst questions.

Attributing changes in behaviour to the projects

Some groups are making an effort to attribute behaviour change to their project. Generally they ask respondents directly how much they think the project has influenced them. Occasionally they compare people who have taken part in the project with those who have not (a control group – see chapter 5).
Asking directly about influence of the project (1) - Conservation Foundation
In their questionnaire, the Conservation Foundation ask what changes people have made to their lifestyle and then ask simply ‘To what degree did Parish Pump encourage you to make these changes?’

Asking directly about influence of the project (2) - Global Action Plan
In their focus groups, they asked past Ecoteamers what kinds of changes they made as a result of Ecoteams.
4 When to evaluate

Collecting baseline data

Most of the groups are collecting baseline data. For some groups, this is a key part of their project as it helps to guide the way they work with project participants. However, not all groups feel it is appropriate. A few prefer to send out just one questionnaire to collect information about current and past behaviour rather than two separate questionnaires which would mean extra effort for project participants.

Collecting baseline data (1) – Studentforce
The collection of baseline data is integral to the project. Studentforce visits participating organisations to carry out a ‘community check’. This provides baseline data and forms the basis for making recommendations about behaviour change.

Collecting baseline data (2) – Peterborough Environment City Trust
Similarly PECT’s survey collects baseline data and is used to prompt discussion about behaviour change.

Some groups started working with participants before their evaluation was in place. For groups who work with the same participants over the life of the project this makes it impossible to collect baseline data. However, other groups who have new project participants joining the project have the opportunity to collect baseline data from them.

Brook Lyndhurst’s standard questions were designed to make them useful to as many groups as possible. They are therefore retrospective behaviour change questions that only need to be administered once after contact with the project. If groups have carried out a baseline survey, Brook Lyndhurst’s questions can be included in the follow up.

Collecting follow up data

Collecting follow up data is crucial to evaluate the success of projects. It is not sufficient to, for instance, collect intentions at the end of an event. Participants must be tracked to find out whether these intentions were acted on.

Groups differ in how long after contact with the project they intend to follow up participants. There is no single right answer but the questions asked may need to be adjusted to reflect the length of time since participants had contact with the project.
Timing of follow up – Action for Sustainable Living

At the time that project participants make pledges, the project workers agree when they will follow up. For some types of pledges (e.g. switching lights off when leaving the room) it is reasonable to follow up fairly soon afterwards. For other types of pledges (e.g. solar power generation) a longer follow up period is needed because project participants will need time to explore the options etc.

Adjusting evaluation to reflect length of involvement - Sustain

When Sustain’s first round of interviews are carried out, the restaurants and food businesses to be interviewed will have been in contact with Sustain from 3 months to 2 years. Sustain recognise that those who have been in contact for a short time may still be planning how to act on advice (e.g. researching suppliers) and may not yet show behaviour change. They will therefore ask about pre-cursors of behaviour change as well as actual behaviour change.

Repeated data collection

Some groups are planning to collect data on more than two occasions i.e. not just before and after contact with the project, or not just at the beginning and end of the project. This is very valuable but presents some challenges in terms of respondent recruitment.

Regular data collection – Marine Stewardship Council

MSC will carry out a general population survey annually in March in 2006, 2007 and 2008. They will also analyse sales data and chain of custody data annually.

Repeated interviews and focus groups – Westden

In their Green Village project, Westden are carrying out interviews before, during, and after providing support to the village to become more sustainable. Because the small community is heavily involved in the design of the evaluation and the project, people are content with this level of involvement.

Repeated interviews – Global Action Plan

The UEA researcher working with GAP intends to carry out in-depth interviews at the end of the programme and again 6 months to a year afterwards. GAP recognises that this is quite a time commitment for people so recruitment and retention of interviewees could be a challenge. They will: be pro-active about recruitment, with programme managers mentioning it at the first Ecoteams meeting; consider offering large incentives; consider over-recruiting to allow for attrition.
Rather than just collecting before and after data, a few groups are using or intend to use diaries (although they do not always describe them as such) to collect data regularly from project participants. There are clearly issues with getting respondents to fill in information regularly. It is good practice to remind them about this.

**Use of diaries – Global Action Plan** Ecoteamers are given a form to record their rubbish and recycling weights weekly and meter readings monthly for the 4 consecutive months of the Ecoteams programme (Appendix B). GAP is following best practice for use of diaries by reminding participants to fill in their forms each week.

**Use of diaries – London Sustainability Exchange** This group asked project participants to record water used on various activities for 2 weeks in a water diary, as well as meter readings at the beginning and end of each week (Appendix B).

Some of the groups intend to carry out longer term follow ups as well short term follow ups, where resources and timetabling allows. What is considered long term varies between the groups.

**Timing of long term follow up – Community Services Volunteers** CSV will carry out their long term follow up with participants on their Concrete to Coriander project whose involvement pre-dates EAF funding. Participants will have been involved for 2 or more years.

**Other practical issues**

The timing of data collection can affect both response rate and responses given.

**Impact of timing on responses given – Westden** This group carried out a baseline survey for their Green Village project in September/October 2006. They plan to carry out the follow up survey exactly a year later, in September/October 2007, as answers to many of the questions given are dependent on the seasons. This applies to, for instance, questions about mode of transport, energy use and water use.
Impact of timing on response rate – Association of Charity Shops and CCORRN
They considered carrying out a survey of charity shops involved in their Choose2Reuse project either in November/December or in February/March. They have opted for the latter as the November/December period is the busiest in the year for charity shops and so it is unlikely that shop managers will have the time to respond to an evaluation questionnaire then.

When timetabling their evaluation, groups should consider the time needed to carry out each task. They should also consider key dates, in particular the dates that reports are needed. **Defra requires final evaluation reports by April 2008.**

Timetable – Sustain Their evaluation consultant gave them a time chart showing when each task would be carried out (Appendix B).
5 Who to include in your evaluation

Project participants only?

Who is expected to be influenced obviously affects who will be included in the evaluation. Some groups are aiming to influence clearly defined project participants. Others expect their projects to have an extended effect by project participants telling others or by their actions influencing others. A few groups expect that there impacts will be wider still, for instance affecting the general public.

Assessing whether the impact of the project goes beyond the project participants (1) – Soil Association
Soil Association expects their work with local groups to have a ripple effect through personal contact. They are therefore asking local group members to give a questionnaire to three or four friends or family members.

Assessing whether the impact of the project goes beyond the project participants (2) – Studentforce
This group is working with a range of organisations, from community centres to restaurants, to improve their sustainability. Studentforce hope that changes made by these organisations will go be communicated to and will influence visitors. To assess this effect they will ask some of the organisations they are working with to get their visitors to fill in questionnaires.

Assessing whether the impact of the project goes beyond the project participants (3) – Envision
This group expects that students taking part in their project will influence others, perhaps their peers, teachers, school or family. However, rather than directly trying to measure the impact on all these people (which would be an enormous task), they ask students to judge for themselves whether they have had an influence.

Assessing impact on the general public – Marine Stewardship Council
This group expects their project to influence the buying habits of local education authority buyers. This will impact on the food children are offered in school. Raised awareness among children could influence the food their parents buy. Marine Stewardship Council is therefore carrying out surveys at three levels: with LEA buyers, children and the general public.

Another reason for including non-project participants in the evaluation is for comparison with project participants.
Control group – National Energy Action This group will compare the energy consumption of households who receive smart meters (experimental group) with household who do not (control group). This will help them attribute any changes in energy consumption in the experimental group to having a smart meter.

Several of the groups are collecting information from staff or intermediaries. This provides useful information of many sorts. However, their assessments about the extent of behaviour change should be viewed as supplementary, rather than the main source of data.

Staff and participants – SPAN partnership This group has a three pronged approach to their evaluation. Lead organisations send in regular reports on the pilot projects they are working with. Pilot projects will be interviewed to hear their feedback. Participants will also feed back to the pilot projects they are involved with.

Intermediaries and target audience – Common Ground This group intend to collect feedback from Apple Day organisers. They hope to be able to interview Apple Day visitors as well.

Quantitative methods

Most groups plan to include all project participants in the quantitative part of their evaluation, for instance by asking all of them to complete a questionnaire. However, a few groups plan to select a sample. This is necessary where, for instance, the number of project participants is very large or the evaluation method is labour intensive, such as a telephone survey rather than a postal survey.

Most of the groups that are selecting a sample are aiming for a decent sample size of 100 or more respondents. They recognise that the sample should ideally be randomly selected.

Decent sample size – London Sustainability Exchange This group is aiming for approximately 100 participants from each demonstration project to return a feedback questionnaire. The demonstration project reached out to 13,500 people.
Randomly selected sample – Peterborough Environment City Trust. This group is carrying out a telephone follow up survey with 30% of the households who have previously been visited by the project team. They are making phone calls at different times of day and different days of the week including weekends to avoid sampling bias.

Response rate is clearly very important. If it is low, groups are likely to be hearing more from certain types of people than others (response bias). This undermines the value of the findings. In particular, groups may not be hearing from project participants who are less interested in the project and less willing to feedback. It is crucial to make an effort to hear from everyone, including participants who are not expected to demonstrate behaviour change. This will give a realistic idea of the level of behaviour change and help to understand in what circumstances it does and does not happen.

There are clearly factors to do with the project that will affect response rate. For instance, project participants who are deeply involved long term in a project are more likely to return questionnaires than participants with one off superficial engagement.

Methodological factors also have a large influence on response rate. Groups have taken a number of steps to boost response rates and some have achieved excellent response rates. The importance of questionnaire design (see chapter 3) and timing (see chapter 4) is discussed elsewhere in this handbook.

Personal distribution and collection, reminders and incentives – Envision. 70% of participating students complete their questionnaires. This very high response rate is achieved by staff taking the questionnaire to several meetings; reminding those who have not returned their questionnaires to do so (occasionally other students do this too); and only giving awards to students who have handed in their questionnaires. Envision’s questionnaire is also very short (one double sided A4 page) and quick to complete.

Reminders and incentives – Global Action Plan. Programme managers phone Ecoteam members before meetings to remind them to bring their meter readings along. They also give incentives e.g. Fair Trade chocolate and Ecover household products to encourage people to complete their forms.
Captive audience and incentives – Soil Association

The Soil Association wish to get local group members to complete their questionnaire. As well as sending questionnaires to the local groups, they are asking members to fill them in and return them at networking events. The questionnaires to local groups will hopefully be sent out at the same time as magazines which will act as an incentive to return questionnaires.

Covering letter, prepaid envelope, and publicity – The Green Blue

This group wrote a small section in their e-news about the evaluation to give the registrants an idea that they would be receiving a questionnaire soon to raise awareness before sending it out. The questionnaire was accompanied by a covering letter (Appendix C). The Green Blue included a prepaid envelope to make it easy for people to return the questionnaire, a Green Blue Pencil and Wall Planner with their questionnaires as an incentive. They decided against sending out Green Blue material as this could influence responses to questions about the project. The Green Blue will send out one postal reminder (Appendix C) but no more to avoid annoying people.

Qualitative methods

The groups carrying out qualitative research, such as in-depth interviews and focus groups, are aiming to recruit a broad range of respondents to take part so that they can hear a range of views and experiences. In particular, groups recognise the importance of including in their evaluation project participants who do and do not demonstrate behaviour change.

Selecting participants to hear a range of views (1) – Envision

Envision plans to run four focus groups. As their project is based in London and Birmingham, they plan to run two focus groups in each location. One group in each area will be with keen participants and one with less keen participants. They intend to invite boys and girls, and pupils from four different schools in each area, including academic and less academic schools.

Selecting participants to hear a range of views (2) – The Green Blue

They plan to carry out in-depth interviews with a selection of Green Blue registrants. At this stage, they plan to interview around three people from each specific audience (e.g. trainers, individuals, sailing clubs, businesses etc.). This will include one showing large behaviour changes, one showing little or no change, and one in between.
EAF project evaluations: Good practice handbook, May 2008

Recruiting participants, particularly those who are less keen on a project, can be a challenge. A number of approaches can help.

| Persuasive letters and personal contact – Global Action Plan | A researcher from a university is interviewing GAP Ecoteam members. He has prepared informative letters for participants (see appendix C). Project managers who know Ecoteam members well will also explain about the interview. |
| Incentives – Peterborough Environment City Trust | To encourage people to take part in in-depth interviews, this group will provide a non-consumerist ‘thank you’ gift that will appeal to both green and non-green households. They are considering giving a wind up radio, a LED torch, or a set of recycled glasses to each interviewee. |
| Incentives – Envision | Thinking along similar lines, Envision will probably give cinema tickets to students taking part in their focus groups. |
| Timing – Peterborough Environment City Trust | This group will make a point of arranging interviews at a time to suit participants. |
| Venue – Envision | Rather than running the focus groups in schools, Envision plans to run them at venues that will appeal to 16 to 18 year olds they work with, such as the Custard Factory in Birmingham. |
| More than one method – Common Ground | This group plan to send a postal questionnaire out to everyone who is organising an Apple Day event. They know from previous experience that some organisers do not return them and they do not wish to send out reminders as wasting paper would not look good for an environmental organisation. They therefore plan to carry out telephone interviews with a number of selected Apple Day organisers. The questionnaires provide breadth of feedback, the telephone interviews depth. |

Contacting participants

Some groups are building databases of potential evaluation respondents by collecting contact details of project participants and permission to contact them for research purposes.
Seeking permission to contact project participants (1) – Action for Sustainable Living
Project participants fill in a pledge form to say what environmental actions they intend to carry out (Appendix C). The form includes a question ‘Can we contact you in the future to find out how you are getting on with your pledges?’. The form also includes an assurance that ‘Your details will be kept securely and not shared with any other organisation or person outside AfSL’.

Seeking permission to contact project participants (2) – National Trust
This group is sending a self-completion questionnaire to all base camp visitors. They intend to carry out telephone interviews with a small number that they will select using questionnaire responses. Their questionnaire will include a question asking respondents to opt in for a follow up.

Seeking permission to contact project participants (3) – The Green Blue
This group is sending a self-completion questionnaire to all Green Blue registrants. Like the National Trust, they intend to carry out follow up interviews with a small number and will use questionnaire responses to help select interviewees. Their questionnaire includes a general opt out from future Green Blue correspondence: ‘If you do not wish to be contacted by us in the future, please tick here’.

Some groups are relying on ‘gatekeepers’ i.e. intermediaries who recruit respondents or collect data (see also chapter 6). It is a good idea to make the task as easy as possible for intermediaries and to find some incentive for them to do it.

Intermediaries collecting data – Community Services Volunteers
In CSV’s Growing Gains project, teachers will ensure completion of food diaries and questionnaires and they will support discussions and activity sheets. CSV aims to make diaries and questionnaires easy for children to complete and obligatory. They also plan to present the activity sheets as something that teachers can use as the basis for classes. As there is a choice of methods, they will discuss which methods teachers feel comfortable enforcing/managing and will take a flexible approach.
Intermediaries collecting data (2) – Studentforce This group will ask visitors to organisations they have been working with to fill in questionnaires in order to find out whether they have been influenced by changes that the organisations have made. To get visitors to fill in questionnaires, they will ask organisations to actively distribute and collect them, rather than just leaving a pile of questionnaires for visitors to pick up if they choose. Studentforce will make it as easy as possible for the organisations by, for instance, asking them to give out questionnaires for one day only and leaving it to them to choose a suitable day. They will offer the organisations space for a couple of questions of their own on the questionnaire so that there is an incentive for them to get them filled in.

Making evaluation inclusive

Some of the projects are putting considerable effort into making sure their evaluations are inclusive. This is particularly the case with groups working with BME communities and children. They are tailoring their evaluation methods to the project participants.

Adapting methods to suit BME participants – London Sustainability Exchange This group has carried out surveys and focus groups with BME communities in East London. The surveys were carried out by volunteers. They were selected to speak at least 2 relevant languages (Hindi, Gujarati, Tamil and Punjabi) and knew the local area and communities well. The focus groups were carried out by a market research company. They considered the composition of the focus groups and who should run them. They advised separate groups for men, women, and younger people in Muslim communities; and a Hindu woman running the focus group with Hindu women.
6 Who should carry out your evaluation

Project staff

Data collection is often integral to project work so it tends to be carried out by staff who are also responsible for bringing about behaviour change. This approach has several benefits. In particular, it is cost effective and means that project staff can hear feedback firsthand. However, there are a number of challenges including perceived lack of independence and sometimes lack of evaluation skills. Several groups have come up with effective ways of dealing with these challenges.

Staff carrying out evaluation – Envision

Envision plans to train up one or two members of staff to carry out focus groups and discussions at the end of each school’s programme. To keep costs down, they would like these staff to learn by observing and participating in focus groups, rather than going on a course. Each end-of-programme discussion will be facilitated by two people: the trained staff member who will provide the necessary skills for guiding the discussion and the staff member or volunteer responsible for the programme who will be able to prompt students where appropriate. At the start of the meeting they will make it very clear that they wish to hear honest views, both good and bad.

External researchers

The groups working with external researchers feel that they provide independence or skills that they lack. They tend to ask them to carry out part, rather than all, of the evaluation. The external researchers range from universities and large market research companies to smaller research institutions and consultants.

External researcher carrying out evaluation (1) – London Sustainability Exchange

This group commissioned a large market research company to take responsibility for their focus groups. Their brief is included in Appendix D.

External researcher carrying out evaluation (2) – Sustain

This group opted for an external researcher to carry out their evaluation because they felt that someone from outside the project would hear more honest feedback than a member of staff. Their brief is included in Appendix D.
External researcher carrying out evaluation (3) – Devon and Cornwall Housing Association

A team of researchers from Exeter University are involved in evaluating Devon and Cornwall Housing Association’s project. This is of mutual benefit: the housing association has expert evaluation input and the university gains access to an exciting project in an area of interest to them.

Students and interns

Several of the groups are seeking students or interns to assist with their evaluations. Some already have links with local universities or colleges. The groups are aware of the need to provide guidance and modest financial support and to have realistic expectations about what a student can achieve.

Student assisting with evaluation (1) – Peace Child

They would like a student to analyse behaviour change data that has already been collected by staff and volunteers. Peace Child will carry out simple data analysis themselves but expect that the student will be able to do more sophisticated and detailed analysis.

Student assisting with evaluation (2) – Common Ground

They would like a student to carry out interviews with Apple Day visitors and to analyse and write up the interviews.

Volunteers

Volunteers provide very welcome extra pairs of hands. They can also bring useful skills or knowledge. Groups recognise the need to brief and supervise volunteers thoroughly and to make tasks suitable for them.

Volunteers carrying out evaluation (1) – London Sustainability Exchange

LSx’s volunteers brought several languages and knowledge of the local area and community to the project.

Volunteers carrying out evaluation (2) – Peterborough Environment City Trust

Some of the data collection is carried out by volunteers. The project staff have ensured that the questionnaire is simple to use and self-explanatory, including detailed scripts, so that it can be picked up and used by a number of different people.
Intermediaries

Some groups rely on intermediaries to carry out data collection (see also chapter 5). They may be only loosely involved in or committed to the project. Groups therefore have to rely on their goodwill to collect data.

Most of the groups working through intermediaries ask them to collect data on behaviour change from project participants rather than to assess the extent of behaviour change themselves. The former approach clearly provides more reliable data.

**Intermediaries carrying out evaluation – SPAN partnership** This group is holding a workshop with the pilot projects they are supporting (agenda in Appendix D). The pilot projects will be carrying out their own evaluations. FCFCG will help them to develop their own evaluation methodology and will ask what support they can provide e.g. help with running group discussions or provision of a questionnaire.
7 How to use your evaluation

Data analysis

Defra generally expects simple data analysis from the EAF groups. However, more sophisticated analysis is expected from groups with in-house research teams or external research partners.

Simple analysis of quantitative data could look at, for instance, the percentage of participants carrying out various sustainable behaviours before and after contact with the project. This could be broken down by background variables, such as household composition, or by variables to do with contact with the project, such as whether they visited an event or were involved longer term.

Simple analysis of qualitative data could look at, for instance, reasons why the project did or did not encourage participants to take up sustainable behaviours.

Keeping data analysis simple – Peace Child

Peace Child has a very simple analysis plan. They collect data about the number of children in each class they work with carrying out various sustainable behaviours at the beginning and end of their programme. They will enter the data into an Excel spreadsheet, one row for each class and one column for each behaviour. For their quarterly reports to Defra they will simply include a graph showing the percentage of pupils reporting each of the behaviours at the beginning and end of the programme, aggregated across all schools. They will also include qualitative feedback from the pupils about what worked well and less well.

Data inputting – Soil Association

They have prepared a simple spreadsheet and marked up a questionnaire showing how data should be coded (appendix D).

Reporting to Defra

Several groups have already sent reports on their evaluations to Defra. This is more helpful than leaving it until the end of the project because both Defra and the groups themselves can take on board and act on the findings.
Ideally reports to Defra should:

- Report on both what worked well and what did not work so well, to give a complete view
- Include findings (analysed data) but not raw data
- Include interpretations of the findings and recommendations for building on successes and dealing with problems
- Report on the impact over the whole project so far, not just since last report
- Be 10-20 pages long (excluding appendices)
- Report the percentage of people (easy for the reader to assimilate) and number of people (to give a feel for the scale of the project)
- Include clear, simple, labelled graphs
- Include anonymised quotes

Example report (1) – Envision

Their report illustrates the points listed above. It was handed out at the October EAF workshop.

Example report (2) – Global Action Plan

This report follows the guidance given above and at the October workshop and is included in Appendix E.

Reporting to others - audiences

Defra is very keen for the groups to share their evaluation findings. The groups also see the value in doing so and plan to disseminate their findings to a wide range of audiences.

People working on, supporting, or participating in EAF projects would welcome feedback. The groups therefore plan to share findings with colleagues, board and trustees, advisory and steering groups, partner organisations, funders, members, and participants. Potential partners, funders and participants are also an important audience.

Reporting back to project participants – Westden

They included a summary of findings from the Green Village baseline questionnaire in their newsletter to the villagers.

Reporting back to project participants – Peace Child

This group will produce simple reports for schools showing the percentage of their pupils carrying out various sustainable behaviours at the beginning and end of the programme.
People working on similar projects or within the same industry would also benefit from hearing how the EAF projects worked. Local government, central government and the academic community would also have an interest.

Sharing findings with organisations with similar remits – National Trust
Findings from their base camp project are likely to be of interest to British Trust for Conservation Volunteers and Youth Hostels Association.

Sharing findings with their industry – Sustain
This group plans to communicate their findings about promoting sustainability to restaurants and food businesses. They will do so partly through sector-specific publications as Hotel and Caterer.

Reporting to others - means of reporting

The groups plan to use many different means to share their findings with others. These include reports, websites, newsletters, conferences, press releases to local, national, or sector-specific media.

Website (1) – Soil Association
Findings from the EAF project will be included on the Soil Association’s WhyOrganic website.

Website (2) – Peace Child
They will include case studies about successful schools on their website, with the schools’ permission.

Newsletter (1) Cornwall Sustainable Building Trust
This group plans to include evaluation findings in their bimonthly newsletters.

Newsletter (2) Youth Hostels Association
This group will publicise findings via their publications YHA News and Triangle which has 300,000 readers.

Conference – Association of Charity Shops/CCORN
They were invited to speak about Choose2Reuse at the Furniture Reuse Network Conference.

Press release to media – London Sustainability Exchange will target BME media channels.

Reports for wider circulation – Sustain
This group will produce glossy reports on their baseline research with restaurants and ethnic food businesses suitable for external circulation.
Reporting - caveats

Participant confidentiality and sensitive findings need to be handled with great care when reporting evaluation findings.

Taking care about identification – Westden
This group is working intensively in a village in Devon. Some of their project participants felt uncomfortable about being interviewed because they felt that, even with no name attached to their views in project reports, they would be identifiable.
8 How much will your evaluation cost

Some groups do not have a separate budget for evaluation because they see it as integral to the project. Other groups do. Some examples are included below to give a feel for how much different approaches cost.

In-depth interviews carried out by independent consultant – Sustain. This group had a budget of £7k for their evaluation. An independent consultant will collect qualitative feedback from 20 project participants, about half by telephone and half by email, analyse the findings and write a report. The interviews will be carried out twice during the course of the project.

Focus groups carried out by large market research company – London Sustainability Exchange. This group had a budget of £15k for evaluation in year 2 of the project: £12.5k for focus groups carried out by a large market research company and the remaining budget for staff time, incentives and stationery. The market research company recruited participants, ran 6 focus groups, gave a presentation on their findings to London Sustainability Exchange, and wrote a full report. They offered a menu of options so London Sustainability Exchange could, for instance, have opted to recruit participants for the focus groups themselves.

Face-to-face survey carried out in-house – Association of Charity Shops and CCORRN. This group had a budget of £7k for a face-to-face survey with general public. This budget was for 1000 face-to-face surveys (approximately 20 questions) in street with members of the public. It covered: questionnaire development, briefing interviewers, carrying out the interviews, data entry, data analysis, report writing and project management. The budget breakdown can be seen in Appendix F.

Surveys carried out by market research companies – Marine Stewardship Council. They carried out three surveys. A market research consultant helped develop the questionnaires, analysed the data and wrote the report. Her fees were £2,500. The survey costs for developing the questions and carrying out fieldwork were:

- Children’s face-to-face omnibus survey (sample ~500, 12 questions, some to a sub-sample) £3,800
- Local education authority buyers telephone survey (sample ~75, 26 questions) £2,500
- Internet survey of general public (sample ~2000, 3 questions) £1,600
Annex A How to evaluate
Choose 2 Reuse

Questionnaire

Good morning/afternoon.

I am ........................................................................................................................................ from ..........................................................................................................................

We are conducting a survey about people's use of, and attitudes towards reuse. Please will you help by answering a few questions – it shouldn’t take more than ten minutes.

I have to start by asking you a few questions about yourself to make sure that we talk to an appropriate cross-section of the population.

1. Socio-demographic questions

1a. Do you live or work in the area?
   Yes ☐  No ☐

   [ IF NO, EXPLAIN THAT ONLY INTERVIEWING THOSE LIVING OR WORKING IN THE AREA, THANK THEM FOR THEIR TIME AND END INTERVIEW. ]

1b. [ RECORD THE GENDER OF THE INTERVIEWEE ]
   Male ☐  Female ☐

1c. What is your age?
   18-24 ☐  25-44 ☐  45-64 ☐  65-74 ☐  75+ ☐

1d. [ ASK ] "Please describe the occupation of the person in your household with the highest income"

   [ WHEN COMPLETING THEIR RESPONSE IF YOU'RE NOT SURE OF WHICH CATEGORY PLEASE WRITE THE JOB NAME ]

   managerial, administrative or professional (AB) ☐
   supervisory or clerical, junior managerial, administrative or professional (C1) ☐
   skilled manual workers (C2) ☐
   working class semi and unskilled manual workers, casual workers & long-term unemployed (DE) ☐

   Full-time student [ IF PART-TIME STUDENT AND WORKING PART-TIME, CLASSIFY ACCORDING TO OCCUPATION ]

   [ IF RETIRED OR UNEMPLOYED, CLASSIFY ACCORDING TO PREVIOUS OCCUPATION. (LONG-TERM UNEMPLOYED TO BE CLASSIFIED AS DE )]

   [ IF STUDENT (FULL OR PART-TIME), FILL IN Q1E AND CONTINUE QUESTIONNAIRE (BUT DO NOT INCLUDE IN STUDENTS IN QUOTA). OTHERWISE CHECK QUOTA AND CONTINUE TO SECTION 2 IF APPROPRIATE. ]

1e. [ ASK ]

   "Are you a full or part-time student?"
   Full-time ☐  Part-time 25-44 ☐

   "What course are you studying?"

   If you have a part-time job is more of your time spent working or studying? Working ☐  Studying ☐
2 Reuse Questions

I’m now going to ask you some questions about reuse. In the context of this survey, reuse is when someone gives away something that they don’t want anymore for someone else to use (for example, donating clothes to a charity shop).

### 2a i How often do you

[ SHOW CARD A TO HELP WITH RESPONSES ]

<table>
<thead>
<tr>
<th>Action</th>
<th>A More than once a week</th>
<th>B Once a week</th>
<th>C Once or twice a month</th>
<th>D Once every 2-3 months</th>
<th>E Once or twice a year</th>
<th>F Less often than that</th>
<th>G Never</th>
<th>H Don’t know/not sure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Take your unwanted things into a charity shop (or call and ask them to collect from you)</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
</tr>
<tr>
<td>Give your unwanted furniture or electrical goods to a furniture reuse project</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
</tr>
<tr>
<td>Give to a charity collection sack delivered to your house</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
</tr>
<tr>
<td>Put things into a charity donation bank</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
</tr>
</tbody>
</table>

### 2a ii Sell your unwanted things on eBay or another online auction

<table>
<thead>
<tr>
<th>Action</th>
<th>A More than once a week</th>
<th>B Once a week</th>
<th>C Once or twice a month</th>
<th>D Once every 2-3 months</th>
<th>E Once or twice a year</th>
<th>F Less often than that</th>
<th>G Never</th>
<th>H Don’t know/not sure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sell your unwanted things on eBay or another online auction</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
</tr>
<tr>
<td>Sell unwanted items at a car-boot sale</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
</tr>
<tr>
<td>Sell your unwanted things to a second-hand shop that is not a charity shop</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
</tr>
<tr>
<td>Give clothing or shoes to a council collection from your house</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
</tr>
<tr>
<td>Request a collection of bulky items, such as furniture from your house by your local council</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
</tr>
<tr>
<td>Take bulky items to a Civic Amenity site (the dump/the tip)</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
</tr>
<tr>
<td>Pass unwanted things onto family/friends</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
</tr>
</tbody>
</table>

**Other** ❑ [ PLEASE WRITE IN ]

[ IF MAKING CHARITABLE DONATIONS INCLUDING FURNITURE REUSEPROJECT / CHARITY, ASK Q2b, IF DON’T GIVE, ASK Q2c ]

### 2b Ask to givers:

[ ASK ] "What motivates you to donate your unwanted things"?

[ SELECT ALL THAT APPLY. DO NOT PROMPT ]

<table>
<thead>
<tr>
<th>Motivation</th>
<th>A To support charity</th>
<th>B To support family/friends</th>
<th>C Because I believed the item had further use</th>
<th>D Because the item was still fashionable/modern</th>
<th>E Reduces pollution</th>
<th>F Good for the economy</th>
<th>G Good for future generation / children</th>
<th>H Feel guilty if don’t / better if I do</th>
<th>I Because it’s easy / no extra effort</th>
<th>J Reduces amount of rubbish disposal (landfill / incineration)</th>
<th>K Saves space in my waste bin / in my home</th>
<th>L Good for environment / saves resources</th>
<th>M It’s the right thing to do /because I couldn’t bear to ‘waste’ it /feel guilty if I don’t</th>
</tr>
</thead>
<tbody>
<tr>
<td>To support charity</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
</tr>
<tr>
<td>Because I believed the item had further use</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
</tr>
<tr>
<td>Reduces pollution</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
</tr>
<tr>
<td>Good for future generation / children</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
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<td>❑</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
</tr>
<tr>
<td>Feel guilty if don’t / better if I do</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
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<td>❑</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
</tr>
<tr>
<td>Because it’s easy / no extra effort</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
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<td>❑</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
</tr>
<tr>
<td>Reduces amount of rubbish disposal (landfill / incineration)</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
</tr>
<tr>
<td>Saves space in my waste bin / in my home</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
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<td>❑</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
</tr>
<tr>
<td>Good for environment / saves resources</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
</tr>
<tr>
<td>It’s the right thing to do /because I couldn’t bear to ‘waste’ it /feel guilty if I don’t</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
</tr>
</tbody>
</table>

[ DO NOT READ OUT ] Don’t know ❑

**Other** ❑ [ SPECIFY ]
2c. [ASK TO NON-DONATORS (PEOPLE WHO ANSWERED NO TO Q2a i:)]

[ASK] “Why don’t you give away your unwanted things to charity or furniture reuse projects?”
[SELECT ALL THAT APPLY, DO NOT PROMPT]

<table>
<thead>
<tr>
<th>Reason</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Would prefer to sell unwanted things</td>
<td></td>
<td>□</td>
</tr>
<tr>
<td>Can’t get to charity shops (no transport)</td>
<td></td>
<td>□</td>
</tr>
<tr>
<td>No collections from my house</td>
<td></td>
<td>□</td>
</tr>
<tr>
<td>No time</td>
<td></td>
<td>□</td>
</tr>
<tr>
<td>Don’t believe in charity/Don’t trust charity</td>
<td></td>
<td>□</td>
</tr>
<tr>
<td>Never thought of it</td>
<td></td>
<td>□</td>
</tr>
<tr>
<td>It was too unfashionable or old</td>
<td></td>
<td>□</td>
</tr>
<tr>
<td>Other</td>
<td>□</td>
<td>□</td>
</tr>
</tbody>
</table>

3a. ASK EVERYONE

“In the last year, how often have you bought from...”
[SHOW CARD A TO HELP WITH RESPONSES]

<table>
<thead>
<tr>
<th>Item</th>
<th>A More than once a week</th>
<th>B Once a week</th>
<th>C Once or twice a month</th>
<th>D Once every 2-3 months</th>
<th>E Once or twice a year</th>
<th>F Less often than that</th>
<th>G Never</th>
<th>H Don’t know/not sure</th>
</tr>
</thead>
<tbody>
<tr>
<td>a Charity Shop</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>a furniture reuse project</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>eBay or another online auction</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>a car-boot sale</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>a second-hand shop (not for charity)</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
</tbody>
</table>

[IF RESPONDENT BUYS FROM CHARITY SHOPS/FURNITURE REUSE PROJECTS, GO TO Q3a, IF NOT GO TO Q3b.]

3b. ASK TO BUYERS FROM CHARITY SHOP/FURNITURE REUSE PROJECT:

[ASK] “Why do you buy from charity shops or furniture reuse projects?”
[SELECT ALL THAT APPLY, DO NOT PROMPT]

<table>
<thead>
<tr>
<th>Reason</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good value for money/low prices</td>
<td></td>
<td>□</td>
</tr>
<tr>
<td>Fun/friendly places to be in</td>
<td></td>
<td>□</td>
</tr>
<tr>
<td>Want to support charity</td>
<td></td>
<td>□</td>
</tr>
<tr>
<td>Wide range of items for sale</td>
<td></td>
<td>□</td>
</tr>
<tr>
<td>You can find collectors’ items in charity shops</td>
<td></td>
<td>□</td>
</tr>
<tr>
<td>More environmentally-friendly</td>
<td></td>
<td>□</td>
</tr>
<tr>
<td>More ethical place to shop</td>
<td></td>
<td>□</td>
</tr>
<tr>
<td>More original/unusual/different things to buy</td>
<td></td>
<td>□</td>
</tr>
<tr>
<td>To support local community</td>
<td></td>
<td>□</td>
</tr>
<tr>
<td>Other (write in)</td>
<td></td>
<td>□</td>
</tr>
</tbody>
</table>

[GO TO Q4.]
3c. [ASK TO NON-BUYERS FROM CHARITY SHOP/FURNITURE REUSE PROJECT:]

"Why don't you buy from charity shops or furniture reuse projects?"

[SELECT ALL THAT APPLY, DO NOT PROMPT]

- Can get things cheaper elsewhere
- Low quality goods
- Don’t like shops (not appealing/attractive)
- I don’t think I’d find anything I want
- Would never occur to me to go in a charity shop
- I can’t get to the furniture projects (e.g. no car)
- Other [WRITE IN]

4 [ASK TO ALL]

“How convenient is it for you personally to donate unwanted things

[SELECT ONLY ONE, DO NOT PROMPT]

- Very convenient
- Fairly convenient
- Not very convenient
- Not at all convenient
- Don’t know [DO NOT READ OUT]

Other or comments [PLEASE WRITE]

5 [ASK] “How would you like to be informed about Re-use?”

[SHOW CARD B]

[READ OUT, SELECT ALL THAT APPLY]

- Radio features
- Newspaper features
- Leaflets
- Telephone information line
- Website
- Posters
- Radio advertisements
- Newspaper advertisements
- Television
- Face-to-face visit
- Billboards
- Meetings
- Don’t care

Other [Specify]

6a. [ASK] “Have you seen or heard any information locally about reuse or donating to charity shops in the last 12 months?”

Yes [ ]
No [ ]

[IF HAVE SEEN OR HEARD PROMOTION, ASK Q6b, 6c, IF NOT ASK 6d]
6b. IF HAVE SEEN OR HEARD PROMOTION:

[ASK] “Where did you see or hear about the promotion you saw or heard?”
[SELECT ALL THAT APPLY, DO NOT PROMPT]

- Poster in charity shop
- Poster elsewhere (state where)
- Leaflet from charity shop
- Leaflet from elsewhere
- Local radio programme
- National radio programme
- Volunteer/staff at charity shop
- Television
- Website
- Word of mouth
- Other (please state)

Don’t know

6c. IF SEEN/HEARD PROMOTION:

[ASK] “How informative was the promotional material that you saw or heard?”
[READ OUT, SELECT ONLY ONE]

- Very informative
- Fairly informative
- Fairly uninformative
- Very uninformative
- Don’t know

7a. IF SEEN OR HEARD PROMOTION:

Have you heard of Choose 2 Reuse?

YES
- NO

7b. [ASK TO ALL]

“What do you think would motivate people to use charity shops and furniture reuse projects more?”
[SELECT ALL THAT APPLY, DO NOT PROMPT]

HELP BOX
If the person cannot think or appears confused give this scenario:
Say your sister or friend does not donate their unwanted things - what do you think would make them change?

- Information about how to use them
- Information about where they are located
- Information about what they do/how they are beneficial
- Information about the environmental benefits of reuse
- Advertisements/features on TV
- Advertisements/features on radio
- Advertisements/features in newspapers
- Advertisements/information in charity shops
- Advertisements/information in community (eg in the library)
- Reward scheme/prizes for reuse
- Make it easier or more convenient (please write in how)

Nothing
- Other (please write)
8a. How many adults and children are there in your household (including yourself)?
Adults _____ Children _______

8b. What is your cultural group?

White
British ☐ Irish ☐ Any other White background ☐

Mixed
White and Black Caribbean ☐ White and Black African ☐ White and Asian ☐ Any other Mixed background ☐

Asian or Asian British
Indian ☐ Pakistani ☐ Bangladeshi ☐ Any other Asian background ☐

Black or Black British
Caribbean ☐ African ☐ Any other Black background ☐

Chinese or other ethnic group
Chinese ☐ Any other ethnic group ☐

8c. In describing yourself please tick all that apply:

In full time employment ☐ In part-time employment ☐
Self-employed full time ☐ Self-employed part time ☐
Retired ☐ Student ☐
Looking after family / home ☐ Permanently sick / disabled ☐
Temporarily sick or injured ☐
Other - please specify

[ END OF SURVEY. THANK INTERVIEWEE FOR THEIR TIME ]
EAF

Questions for projects to include in their questionnaires

This note contains 2 sections of questions:

- Section A – 2 preferred questions. Projects are strongly encouraged to include these questions. They cover 1 A-4 page, thus allowing you the possibility of a 2-page questionnaire with your own questions on the front or back.

- Section B – 3 optional questions. These suggest ways in which you can ask about detailed behaviours and how this has changed as a result of respondents taking part in the project. This is in the form of a long list from which you can select behaviours most relevant to your project.

Section A: Preferred Questions

You must use the questions exactly as they are shown, so that responses from your project can be compared to that of others to give an overall picture.

The purpose of this section is to:

- Get an overall impression of the impact of EAF projects on changing people’s reported action on the environment;

- Establish the relative importance of different reasons for changing/taking on new behaviours. These test out some of the key motivational factors identified in the behaviour change literature (and in our ‘behaviour change basics’ briefing from the project networking event).

Unfortunately, we didn’t have space to put in questions on why people weren’t taking action yet – if you have room on your questionnaire to add in a question on why people haven’t changed, we’d be very interested to know the answers. We’ll also pick this up in our discussions when we visit you.
**QA1** Overall, as a result of taking part in this project, which one of the following statements most closely applies to you

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>I’m now doing much more than before to reduce my environmental impact</td>
</tr>
<tr>
<td>B</td>
<td>I’m now doing a bit more than before to reduce my environmental impact</td>
</tr>
<tr>
<td>C</td>
<td>I haven’t managed to do more yet but hope to do more in the future to reduce my environmental impact</td>
</tr>
<tr>
<td>D</td>
<td>I haven’t managed to do more yet and don’t think I can do much more to reduce my environmental impact</td>
</tr>
<tr>
<td>E</td>
<td>I’m still not really interested in taking action to reduce my environmental impact</td>
</tr>
</tbody>
</table>

**QA2 If you answered A or B above, thinking about why the project has helped you to reduce your environmental impact, how important have the following factors been...**

<table>
<thead>
<tr>
<th></th>
<th>Very important</th>
<th>Fairly important</th>
<th>Not very important</th>
<th>Not at all important</th>
</tr>
</thead>
<tbody>
<tr>
<td>Given me facts on how my everyday life impacts on the environment</td>
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<tr>
<td>Made me feel more strongly that environmental action is my personal responsibility, not someone else’s</td>
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<tr>
<td>Made me believe that what I do actually makes a difference to the environment</td>
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<tr>
<td>Made me more confident I can actually do the things that are needed to reduce my impact</td>
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<tr>
<td>Given me practical advice on what I can do to reduce my impact</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Given me new products or services so I can take action to reduce my environmental impact</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Given me information on where to go for advice/to get environment friendly products</td>
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<td></td>
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<tr>
<td>Persuaded me that being ‘green’ is normal</td>
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<tr>
<td>Helped me meet other people like me who are trying to reduce environmental impact in their everyday lives</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Shown me what personal benefits I can get from reducing my environmental impact</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shown me examples of what other people are doing to reduce environmental impacts in their own lives</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Shown me what government &amp; business are doing on the environment</td>
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<td></td>
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<td></td>
</tr>
</tbody>
</table>
**Section B: Optional**

If you use this section, then you should use both questions B1 and B2, with the further option of adding on B3.

The idea of this section is to provide you with a list of possible behaviours to find out (a) the extent to which people do them and (b) whether this has changed as a result of taking part in your project. Q B1 and B2 ask about ongoing behaviours; Q3 asks about one-off behaviour changes.

If you use these questions you may use any of the behaviour options as listed, or devise your own behaviours, but you must use the rating scales given. This will allow the research team to compare responses across different projects. In that way, we'll be able to build up a more complete picture of EAF as whole.

The **behaviour options** are in 2 different lists:

- **Generic behaviours** – are designed for projects who just want headline findings
- **Detailed behaviours** – are headings to add on to expand on these headline dimensions

The combinations of generic and detailed behaviours are up to you. For example, you may think only 2 of the generic headings are relevant and then include a number of more detailed headings that relate to these two generic categories. These lists are long so as to be able to suggest many behaviours – it’s not expected that you should make your questionnaires this long. If in doubt, call Kathryn!
**QB1. How often, if at all, do you personally do any of the following?**

<table>
<thead>
<tr>
<th></th>
<th>All of the time</th>
<th>Most of the time</th>
<th>Some of the time</th>
<th>Odd occasion</th>
<th>Rarely</th>
<th>Never</th>
<th>Don’t know/not applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Y</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Z</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Generic behaviours**

RECYCLE at least 2 of the following – paper, glass, cardboard food cartons, cans, plastic
Try to limit the amount of ENERGY you use in your everyday life
Try to limit the amount of WATER you use in your everyday life
Take the environment into account when choosing what PRODUCTS YOU BUY
Use the CAR LESS to protect the environment

**Detailed behaviours**

**Waste & recycling**

Recycle 3 or more of the following - paper, glass, cardboard food cartons, cans, plastic
Send clothes to charity shops
Give clothes to friends or family
Get rid of unwanted items on eBay or Freecycle

Compost garden waste at home
Compost kitchen waste at home/have a wormery
Save food waste for a collection service provided by the council

Avoid packaging in stores
Buy bulk size products to avoid packaging
Buy loose rather than pre-packed fruit & vegetables

Buy recycled products (e.g. toilet paper)
Buy refills instead of new products
Buy second hand clothes
Buy second hand electrical appliances or computers
Buy second hand/antique furniture
Shop at local greengrocers and/or butchers
Buy rechargeable batteries

**Energy**

Turn electrical appliances off completely rather than to standby
Turn lights off when you leave a room
Fill the kettle only with the amount of water you need
Wear extra clothes at home rather than turning up the heating
Wash clothes at low temperatures (30 or 40 degrees)
Have central heating thermostat set at between 18 and 21 degrees C

**Water**

Turn the tap off when brushing your teeth
Use the washing machine only when you have a full washing load
Use recycled/reused water from the home when watering up your garden/plants
Use recycled/reused water from the home when washing your car

Have showers instead of baths
Avoid using the hose to water your lawn/garden
Purchasing

Buy recycled – see categories under waste above

Buy organic food
Buy organic meat
Buy organic fruit & vegetables
Buy fish guaranteed to come from a sustainable source

Buy environmentally friendly household cleaning products
Buy environmentally friendly cosmetics/personal care items
Buy fair trade products
Buy produce which is in season in the UK
Buy products with low ‘food miles’
Avoid fruit & vegetables carried to the UK by air
When you buy cotton clothes, make sure it is organic cotton
Try to eat less meat
Grow your own produce
Buy food from your local farmers’ market

Transport
Use the car less to protect the environment
Walk or cycle rather than drive for short journeys
Think whether it’s possible to use public transport every time you make a journey
Offset your carbon emissions when you fly
Check whether your travel agent operates a sustainable tourism policy
QB2. And, as a result of taking part in [this project – or insert project name], would you say you are now doing each of the following more, less or about the same as you were before?

<table>
<thead>
<tr>
<th></th>
<th>A lot more</th>
<th>A little more</th>
<th>About the same</th>
<th>A little less</th>
<th>A lot less</th>
<th>Don’t do</th>
<th>Don’t know/not applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Y</td>
<td></td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>Z</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Generic behaviours**

RECYCLE at least 2 of the following – paper, glass, cardboard food cartons, cans, plastic
Try to limit the amount of ENERGY you use in your everyday life
Try to limit the amount of WATER you use in your everyday life
Take the environment into account when choosing what PRODUCTS YOU BUY
Use the CAR LESS to protect the environment

**Detailed behaviours**

**Waste & recycling**
- Recycle 3 or more of the following - paper, glass, cardboard food cartons, cans, plastic
- Send clothes to charity shops
- Give clothes to friends or family
- Get rid of unwanted items on eBay or Freecycle
- Compost garden waste at home
- Compost kitchen waste at home/have a wormery
- Save food waste for a collection service provided by the council
- Avoid packaging in stores
- Buy bulk size products to avoid packaging
- Buy loose rather than pre-packed fruit & vegetables
- Buy recycled products (e.g. toilet paper)
- Buy refills instead of new products
- Buy second hand clothes
- Buy second hand electrical appliances or computers
- Buy second hand/antique furniture
- Shop at local greengrocers and/or butchers
- Buy rechargeable batteries

**Energy**
- Turn electrical appliances off completely rather than to standby
- Turn lights off when you leave a room
- Fill the kettle only with the amount of water you need
- Wear extra clothes at home rather than turning up the heating
- Wash clothes at low temperatures (30 or 40 degrees)
- Have central heating thermostat set at between 18 and 21 degrees C

**Water**
- Turn the tap off when brushing your teeth
- Use the washing machine only when you have a full washing load
- Use recycled/reused water from the home when watering up your garden/plants
- Use recycled/reused water from the home when washing your car
- Have showers instead of baths
- Avoid using the hose to water your lawn/garden
**Purchasing**

Buy recycled – see categories under waste above

Buy organic food  
Buy organic meat  
Buy organic fruit & vegetables  
Buy fish guaranteed to come from a sustainable source

Buy environmentally friendly household cleaning products  
Buy environmentally friendly cosmetics/personal care items  
Buy fair trade products  
Buy produce which is in season in the UK  
Buy products with low ‘food miles’  
Avoid fruit & vegetables carried to the UK by air  
When you buy cotton clothes, make sure it is organic cotton  
Try to eat less meat  
Grow your own produce  
Buy food from your local farmers’ market

**Transport**

Use the car less to protect the environment  
Walk or cycle rather than drive for short journeys  
Think whether it’s possible to use public transport every time you make a journey  
Offset your carbon emissions when you fly  
Check whether your travel agent operates a sustainable tourism policy
**QB3. Which of the following do you have in your home/have you done?**

*And which of these, if any, are as a result of taking part in the project?*

<table>
<thead>
<tr>
<th>Have in home</th>
<th>Result of project</th>
</tr>
</thead>
<tbody>
<tr>
<td>Second hand electrical appliances</td>
<td></td>
</tr>
<tr>
<td>Rechargeable batteries</td>
<td></td>
</tr>
<tr>
<td>Signed up to the 'Mail Preference Service'</td>
<td></td>
</tr>
<tr>
<td>A compost bin/heap or wormery for composting at home</td>
<td></td>
</tr>
<tr>
<td>A-rated electrical appliances</td>
<td></td>
</tr>
<tr>
<td>Low energy light bulbs</td>
<td></td>
</tr>
<tr>
<td>Signed up to a 'green' electricity tariff</td>
<td></td>
</tr>
<tr>
<td>A water butt</td>
<td></td>
</tr>
<tr>
<td>A 'hippo' or 'hog' in your toilet cistern</td>
<td></td>
</tr>
<tr>
<td>Water meter</td>
<td></td>
</tr>
</tbody>
</table>

These are suggestions – please add to or amend this list if you want to. The main purpose is to record key one-offs that people have done and relate it to the project.
Please try to answer all the questions. However, if you cannot answer any, please leave them blank and continue with the rest of the form.

How many people live in your household? ____________

How many are male? ________  How many are female? _________

How many consider themselves to be within each of the following ethnic groups:

- White British
- Other white
- White & Black Caribbean
- White & Black African
- White & Asian
- Other mixed
- Indian
- Pakistani

- Bangladeshi
- Other Asian
- Caribbean
- African
- Other black
- Chinese
- Any other

How many live within the following age brackets:

- 0 – 16
- 17 - 20
- 21 - 30
- 31 - 40
- 41 - 50
- 51 - 60
- 61 or more

What is your household’s annual income? (Please tick)

- £ 0 – 9,999
- £ 10,000 – 19,999
- £ 20,000 – 29,999
- £ 30,000 – 39,999
- £ 40,000 – 49,999
- £ 50,000 or more

How many household members have a full drivers licence? __________

How many of each type of vehicle are kept in this household:

<table>
<thead>
<tr>
<th>Private cars and vans</th>
<th>Company cars and vans</th>
<th>Motorbikes</th>
<th>Bicycles</th>
<th>Other (please specify)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

For each car or van (private or company) please list the model of vehicle and number of miles driven per year. (If you are unsure this information can be found on the MOT certificate.)

- Vehicle model 1 __________________________ miles __________
- Vehicle model 2 __________________________ miles __________
- Vehicle model 3 __________________________ miles __________
- Vehicle model 4 __________________________ miles __________

Are you thinking of replacing an existing car in the next 12 months? (Please tick)

- Yes definitely
- Yes likely
- Don’t know
- Not likely
- No definitely

If yes, what type of car are you thinking of buying? _______________

Are you thinking of purchasing an additional car in the next 12 months? (Please tick)

- Yes definitely
- Yes likely
- Don’t know
- Not likely
- No definitely

If yes, what type of car are you thinking of buying? _______________

Approximately how much was spent on maintenance (cost of service, replacement of parts) per vehicle in the last 12 months?

- Vehicle model 1 £__________  Vehicle model 2 £__________
- Vehicle model 3 £__________  Vehicle model 4 £__________
Thank you for completing this survey.
How strongly do you agree or disagree with the following statements?

SA = strongly agree  A = agree  N = neither agree nor disagree
D = disagree  SD = strongly disagree  DK = don’t know

<table>
<thead>
<tr>
<th>Statement</th>
<th>SA</th>
<th>A</th>
<th>N</th>
<th>D</th>
<th>SD</th>
<th>DK</th>
</tr>
</thead>
<tbody>
<tr>
<td>I like travelling in a car</td>
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<tr>
<td>I find car driving can be stressful sometimes</td>
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<tr>
<td>I would only travel by bus if I had no other way of getting there</td>
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<tr>
<td>When I am getting ready to go out, I usually don’t think about how I am going to travel, I just get in the car</td>
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<tr>
<td>I would like to reduce my car use but there are no practical alternatives</td>
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<tr>
<td>I could not use public transport any more than I already do</td>
<td></td>
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</tr>
<tr>
<td>Driving my car is too convenient to give up for the sake of the environment</td>
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</tr>
<tr>
<td>It would be easy for me to reduce my car use</td>
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</tr>
<tr>
<td>Reducing my car use will not make a difference to congestion because most other people will not reduce theirs</td>
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<tr>
<td>Travelling by bus is mainly for people who can’t afford anything better</td>
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<tr>
<td>The car a person owns says a lot about the kind of person they are</td>
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</tr>
<tr>
<td>Those people who care about me don’t think I should use public transport</td>
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<td></td>
</tr>
<tr>
<td>Being environmentally responsible is important to me as a person</td>
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</tr>
<tr>
<td>Environmental threats such as global warming have been exaggerated</td>
<td></td>
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</tr>
<tr>
<td>People should be allowed to use their cars as much as they like, even if it causes damage to the environment</td>
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<td></td>
</tr>
<tr>
<td>For the sake of the environment, car users should pay higher taxes</td>
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</tr>
<tr>
<td>It is important to build more roads to reduce congestion</td>
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</tr>
<tr>
<td>I would be willing to pay higher taxes on car use if I knew the revenue would be used to support public transport</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

Thank you for completing this survey.
Please try to answer all the questions. However, if you cannot answer any, please leave them blank and continue with the rest of the form.

### Holidays

**How many holidays (leisure trips for more than 1 day) have you had in the UK in the last 2 years?**

Please indicate with a number how you got there. (For example if you took three holidays, once by car and twice by train, in the ‘Own car’ column write 1 and in the ‘Train’ column write 2.)

<table>
<thead>
<tr>
<th>Own car</th>
<th>Hire car</th>
<th>Train</th>
<th>Bus</th>
<th>Air</th>
<th>Cycle</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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<td></td>
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<td></td>
</tr>
</tbody>
</table>

Where did you go? (For example if you went to Wales once and Scotland twice, in the Wales column write 1 and in the Scotland column write 2.)

<table>
<thead>
<tr>
<th>Yorkshire</th>
<th>North England</th>
<th>South England</th>
<th>Wales</th>
<th>Scotland</th>
<th>Northern Ireland</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

**How many holidays abroad did you make in the last two years?** (For example if you went to France once and India twice, in the ‘Europe’ column write 1 and in the ‘Rest of World’ column write 2.)

<table>
<thead>
<tr>
<th>Europe</th>
<th>USA and Canada</th>
<th>Rest of World</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

**Using the zones indicated in the map. How many trips do you make by each mode of transport in an average week?**

Using the zones indicated in the map. How many trips do you make by each mode of transport in an average week?

<table>
<thead>
<tr>
<th>Zone 1</th>
<th>Zone 2</th>
<th>Zone 3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Car as driver</th>
<th>Car as passenger</th>
<th>Bus</th>
<th>Train</th>
<th>Motorbike</th>
<th>Bicycle</th>
<th>Walk</th>
<th>Taxi</th>
</tr>
</thead>
<tbody>
<tr>
<td>Zone 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Zone 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Zone 3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**If some of your trips are ‘Car as driver’, how often do you have passengers in your car? Give the figure as a percentage for an average week.**

<table>
<thead>
<tr>
<th>Drive alone (no passengers)</th>
<th>With 1 passenger</th>
<th>With 2 or more passengers</th>
</tr>
</thead>
<tbody>
<tr>
<td>%</td>
<td>%</td>
<td>%</td>
</tr>
</tbody>
</table>

**How many people travelled with you?** (For example if you went alone once and with a friend twice, in the ‘Alone’ column write 1 and in the ‘One other person’ column write 2.)

<table>
<thead>
<tr>
<th>Alone</th>
<th>One other person</th>
<th>Two other people</th>
<th>More than two other people</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**How many holidays abroad did you make in the last two years?** (For example if you went to France once and India twice, in the ‘Europe’ column write 1 and in the ‘Rest of World’ column write 2.)

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<th>Europe</th>
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<th>Rest of World</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Feedback from Apple Day 2006

Please tell us how your event went this year. This form will help us to offer advice and share experiences and ideas with others organising Apple Day events for 2007.

-------------------------------------------------------------------------------------------------------
DATE OF EVENT:    WEATHER CONDITIONS:
VENUE:     NO. OF VISITORS:
ENTRANCE FEE?:
-------------------------------------------------------------------------------------------------------
WHAT DID YOU HOPE TO ACHIEVE?

-------------------------------------------------------------------------------------------------------
DID YOU HAVE A TARGET AUDIENCE?

-------------------------------------------------------------------------------------------------------
DID YOU JOIN FORCES WITH ANY OTHER ORGANISATIONS?

-------------------------------------------------------------------------------------------------------
WHAT ACTIVITIES DID YOU THINK WENT WELL, AND WHY?

-------------------------------------------------------------------------------------------------------
WHAT DIDN’T WORK, AND WHY?
WERE ANY PRODUCTS MADE ESPECIALLY FOR THE DAY?  
(e.g. locally made souvenirs or food such as juice, cider, preserves and toffee apples with Apple Day labels)

DID YOU FIND THAT YOUR EVENT PAID FOR ITSELF?

ANY OTHER THOUGHTS OR SUGGESTIONS?

FROM

NAME:
ADDRESS:

TEL:
EMAIL:                      WEBSITE:

Please return in the stamped addressed envelope to:
Common Ground, Gold Hill House, 21 High Street, Shaftesbury, Dorset SP7 8JE
T: 01747 850820/F: 01747 850821/E: info@commonground.org.uk
www.commonground.org.uk     www.england-in-particular.info
Many residents on our street have expressed an interest in being involved in this project to some extent. Measuring the difference such a project can make to our own lives and to the wider environment is really important as it can inspire others to get involved and help us to identify what works and what doesn’t in getting our community activated. We hope that you will complete this survey as part of your contribution to this process. Please return completed surveys to Jim at No.63 or Nicky at No.68. ?????? (bottom of street).

**Waste and Recycling:** Please answer with an N (for Never), S (for Sometimes) or A (for Always)

<table>
<thead>
<tr>
<th></th>
<th>Glass</th>
<th>Paper</th>
<th>Metal</th>
<th>Cardboard</th>
<th>Compostable waste</th>
</tr>
</thead>
<tbody>
<tr>
<td>Furniture eg Granary project</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clothes eg Oxfam</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have you been trying to reduce your waste in the last 12 months? (Yes / No)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Energy**

Do you Never (N), Sometimes (S), Always (A) turn appliances / lights off to save energy?

<table>
<thead>
<tr>
<th></th>
<th>Not sure</th>
<th>0</th>
<th>4”</th>
<th>8”</th>
<th>10”</th>
<th>&gt;10”</th>
</tr>
</thead>
<tbody>
<tr>
<td>How much insulation do you have in your loft? Please tick:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are your windows and doors draught proofed? (Yes / No )</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Water Use**

Do you have a water butt for your garden? (Yes/ No / Not Applicable)
Do you have any water saving devices eg dual flush cisterns, hippos? (Y / N)
Do you have a water meter? (Y / N)

**Transport**

How many times in the last week have you driven your car on a journey of less than 2 miles? 0 / 1-3 / 3-7 / More than 7
Approximately how many miles a year do you drive?
How many return plane flights have you taken in the last year?
How many times in the past 3 months have you taken the bus or train?

**Biodiversity and the Environment**

Which of the following do you have to encourage wildlife in your garden?
<table>
<thead>
<tr>
<th></th>
<th>Pond</th>
<th>Bird Table</th>
<th>Wildflower area</th>
<th>Compost area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you use pesticides? (Never N , Sometimes S , Regularly R )</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do you use chemical fertilisers? (Never N, Sometimes S, Regularly R)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Building Materials**

Do you ever check to see if your purchases are made from recycled material and / or that your wood is from a sustainable (FSC) source? (N, S, A)

**Shopping:** Do you ever buy goods because they are locally or organically produced? (N,S,A)

**Community:** Roughly how many householders in Arthur St do you know?

What issues would you like to be addressed for Arthur St during the project?

THANK YOU FOR YOUR TIME. It would be great if you are willing to help us complete a more detailed survey of the activities of your household. If you are interested in taking part in this second stage, please leave your name, house and phone number below:
Some ‘Deeper’ questions to consider:

1. Would you rather buy your food from a local shop than a supermarket? (Yes, No, Not fussed)

2. Do you find it easy to walk to the shops and bring back the groceries without using your car? (Yes, No, Not always)

3. Do you feel that you already make significant efforts to reduce your energy consumption? (Yes, No, Not really)

4. Do you find it easy to recycle? (Yes, No, Not always)

5. Would you say that you are aware of how much water you use? (Yes, No, Not really)

6. Do you feel that the Street is a safe place for children to play? (Yes, No, Not always)

7. Do you have any materials, children’s games, equipment, tools or miscellaneous items etc that you would rather see re-used by someone else (‘go to a good home’) than have to be thrown out to the rubbish? (Some, None, Lots)

8. Do you grow more produce from your garden than you use or ever feel that you have plants to spare? (Yes, No, Sometimes)

9. When you shop for food, place these in order of importance when you make your decision: (1) Price, (2) quality, (3) environmental impact.

10. If you take the decision to travel by bus, train or bike rather than by car, which ones of these help to define your choice?

   (1) Lessening environmental impact, (2) Simply supporting public transport, (3) More relaxing, (4) It’s cheaper, (5) No alternative :
Envision Questionnaire
This questionnaire should only take 2 mins
It is anonymous – please be honest. Thank you!

1). How important are these issues to you?  

<table>
<thead>
<tr>
<th>Issue</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>Very Important</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fair trade</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organic or locally grown food</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recycling</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Litter</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Healthy eating</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Saving energy</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Saving water</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Traffic pollution</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Homelessness</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2). When you are out shopping making decisions on what to buy, how important are these factors to you?  

<table>
<thead>
<tr>
<th>Factor</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>Very Important</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cost</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What your friends think</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fashion</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Environment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Amount of packaging</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3). Do you currently do any of the activities below?  

<table>
<thead>
<tr>
<th>Activity</th>
<th>Never</th>
<th>Rarely</th>
<th>Sometimes</th>
<th>Often</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recycle (e.g. paper, cans, plastic, glass, clothes)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Buy fair trade products</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use energy saving light bulbs</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Switch the television off (rather than leaving it on standby)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Buy organic food</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Turn of the tap when you’re brushing your teeth</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Buy second hand clothes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Buy food grown locally</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cycle or walk rather than travelling by car</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Anything else to help the environment (please specify,....)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Questionnaire for Children's Omnibus

ENVIRONMENT SECTION – ASK CHILDREN IN SCHOOL YEARS 3-6

SHOW CARD

Q1 On this card are a number of issues which might affect the world we live in, which of these have you heard of before today?

   ( )

   Global warming ----------------- 1
   Over fishing from the oceans ------ 2 *
   Recycling plastic bottles and cans --- 3
   Catching dolphins by accident ------ 4 *
   Destroying the rainforests ----------- 5
   Pollution of the oceans ------------- 6 *
   Destroying the ozone layer ---------- 7

ASK Q2 FOR EACH STARRED ENVIRONMENT ISSUE MENTIONED AT Q1, IF NONE MENTIONED GO TO Q3.

SHOW CARD

Q2 How did you hear about ........... (starred issues from Q2)?

<table>
<thead>
<tr>
<th></th>
<th>Over fishing ( )</th>
<th>Catching Dolphins By Accident ( )</th>
<th>Pollution of the Oceans ( )</th>
</tr>
</thead>
<tbody>
<tr>
<td>At school</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>At home</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>TV programmes</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>TV news</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Newspapers</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>The Internet</td>
<td>6</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Parents, brothers, sisters</td>
<td>7</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>Friends</td>
<td>8</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>Other (Write In)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>9</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

SHOW MSC LOGO A

Q3a Have you seen this before?

Yes ----------------- 1 ASK Q3b
No ------------ 2 GO TO Q4

Q3b  What is the label for?  (CAN BE MULTICODED)  

MSC ------------------------ 1
Marine Stewardship Council ---- 2
Fish (unspecified) -------------- 3
Other (Write In) 

------------- 4

Q4a  Have you heard of the Marine Stewardship Council or MSC?

( )

Yes ------- 1 ASK Q4b

No ------- 2 GO TO Q5

Q4b  What is the Marine Stewardship Council or MSC?  PROBE:  What does the MSC do?

( )

Works to solve marine environmental problems ------ 1
Helps save the dolphins -------------------------- 2
Works to stop over fishing in the oceans ------------ 3
Works to stop polluting the oceans --------------- 4
Label on fish products to show that brand is following fishing guidelines etc---------------------- 5
Other (Write In)  

-------------------------------------------- 6

SHOW PHOTOS B, C, D, E

Q5a  Which of these have you seen before?

( )

B ------------------ 1
C ------------------ 2
D ------------------ 3
E ------------------ 4

SHOW PHOTO E (MENU) AGAIN

Q5b  Have you seen something like this at school before i.e. a menu showing the MSC logo?

( )

Yes ------- 1
No ------- 2
SHOW CARD

Q6 Where do you eat fish nowadays?

ASK Q7 FOR EACH PLACE WHERE EAT FISH AT Q6.

SHOW MSC LOGO AGAIN

Q7 You say that you eat fish ........... (place from Q6), have you eaten any fish which has this MSC logo on the pack or on the menu when eating ................. (place from Q6)?

<table>
<thead>
<tr>
<th>Q6 Where Eat</th>
<th>Eat MSC Fish (Q7)</th>
</tr>
</thead>
<tbody>
<tr>
<td>At home</td>
<td>( ) Yes 1 No 2</td>
</tr>
<tr>
<td>At school</td>
<td>( ) Yes 1 No 2</td>
</tr>
<tr>
<td>At restaurant or pub</td>
<td>( ) Yes 1 No 2</td>
</tr>
<tr>
<td>At friend's home</td>
<td>( ) Yes 1 No 2</td>
</tr>
<tr>
<td>At a fish and chip shop</td>
<td>( ) Yes 1 No 2</td>
</tr>
<tr>
<td>Buying from fish and chip shop to eat at home</td>
<td>( ) Yes 1 No 2</td>
</tr>
<tr>
<td>From fast food restaurant e.g. McDonalds, Burger King</td>
<td>( ) Yes 1 No 2</td>
</tr>
<tr>
<td>Other place (Write In)</td>
<td>( ) Yes 1 No 2</td>
</tr>
<tr>
<td>Do not eat fish</td>
<td>( ) Yes 1 No 2</td>
</tr>
</tbody>
</table>

Q8a Have you asked your parents to buy fish with the MSC label for eating at home?

( )

Yes ------- 1 ASK Q8b
No ------- 2 GO TO NEXT SECTION

Q8b Have they bought any fish with the MSC label since you asked them?

( )

Yes ------- 1
No ------- 2

GO TO NEXT SECTION
On the right hand side mark off what you already do. On the left hand choose 5 pledges you will keep for 4 weeks and highlight the ones you have chosen.

1. I switch off the lights when leaving the room if I am the last person in it.
2. I turn off the TV, Stereo or Computer switch rather than leave it on standby.
3. I reduce the amount of water I use by not letting the tap run when I brush my teeth or wash my hands.
4. I have a short shower instead of a bath.
5. I walk or use a bike for shorter distances and think before going by car.
6. I use rechargeable batteries whenever I can for toys, camera, etc.
7. I unplug my phone charger when my phone has finished charging.
8. I help sort out the rubbish we put in our dustbin and make sure we recycle cans, glass, paper, vegetable waste etc.
9. I say no to plastic bags in shops and take my own bags from home. (ie, "bags for life")
10. I choose fruit/veg with as little packaging as possible.
11. I buy fair trade products whenever possible and tell my family about them.
12. My personal pledge (for those who already do these things)

My Pledges
Soil Association organic food survey

Thank you for making time to help with this questionnaire.

The Soil Association is working to understand choices people make about food. Your responses to this questionnaire will support this Soil Association research. We are interested in what food you buy, where you buy it and why you choose it. This will help with our work in encouraging people to buy and eat the best food available.

Your answers will be anonymous and confidential. There are no correct answers, so please be honest with your answers - it isn’t a competition! Please return your form by post or email to: Action Organic, Soil Association, FREEPOST BS4456, 40-56 Victoria St, Bristol BS1 6BY or localgroups@soilassociation.org

In order to look at how consumer behaviour may change over time, we will ask the same people to repeat the questionnaire in one year’s time. The results of the surveys will be available to participants.

1. Please tick the box that best describes you
   - I am part of a local organic group. If yes, please estimate how long you have been involved ..........
   - I know someone in a local organic group
   - I have no contact with a local organic group

2. Contact with a local group has increased the amount of organic food I eat:
   - A great deal
   - Quite a lot
   - Slightly
   - Not at all
   - I have no contact with a local group

3. On a scale of 1 to 5 (1 being totally disagree and 5 being totally agree) please rate the following statements

<table>
<thead>
<tr>
<th>Statement</th>
<th>1 - 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Information in the media (newspapers, TV) has influenced my food purchasing</td>
<td></td>
</tr>
<tr>
<td>Discussions with my friends/family have influenced my food purchasing</td>
<td></td>
</tr>
<tr>
<td>Having a child has influenced my food purchasing</td>
<td></td>
</tr>
<tr>
<td>Illness has influenced my food purchasing</td>
<td></td>
</tr>
<tr>
<td>A change in income has influenced my food purchasing</td>
<td></td>
</tr>
<tr>
<td>Being part of a local organic group has influenced my food purchasing</td>
<td></td>
</tr>
<tr>
<td>What other factors influence your food purchasing behaviour? Please specify</td>
<td></td>
</tr>
</tbody>
</table>

Soil Association
4. Roughly how much do you spend each week on organic food?
   £

5. Roughly how much do you spend each week on non-organic food?
   £

6. Roughly what percentage of organic food do you buy from the following outlets?

<table>
<thead>
<tr>
<th>Outlet</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supermarkets</td>
<td></td>
</tr>
<tr>
<td>Local shop</td>
<td></td>
</tr>
<tr>
<td>Health/wholefood shop</td>
<td></td>
</tr>
<tr>
<td>Farm shop</td>
<td></td>
</tr>
<tr>
<td>Box scheme</td>
<td></td>
</tr>
<tr>
<td>Farmers market</td>
<td></td>
</tr>
<tr>
<td>Online/internet</td>
<td></td>
</tr>
<tr>
<td>Other (please specify)</td>
<td></td>
</tr>
</tbody>
</table>

7. How old are you?

<table>
<thead>
<tr>
<th>Age Range</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>18 - 25</td>
<td></td>
</tr>
<tr>
<td>25 - 35</td>
<td></td>
</tr>
<tr>
<td>35 - 45</td>
<td></td>
</tr>
<tr>
<td>45 - 55</td>
<td></td>
</tr>
<tr>
<td>55 - 65</td>
<td></td>
</tr>
<tr>
<td>Over 65</td>
<td></td>
</tr>
</tbody>
</table>

8. Do you have children at home under 18 years old?
   Yes  No

9. Are you:
   Male  Female

10. What is your household income?
    Less than £15,000
    £15,000 – 25,000
    £25,000 – 40,000
    £40,000 – £60,000
    £60,000 – £100,000
    More than £100,000

Thank you for completing this survey. Please now return this to:
Action Organic*
Soil Association
FREEPOST BS4456
40-56 Victoria Street
Bristol BS1 6BY

*Action Organic is a three-year Soil Association project established to enable members and supporters of our aims and principles to make a difference locally. The project is supported by Defra’s Environmental Action Fund. EAF funds projects that are influencing consumption patterns within communities in England to help them become more sustainable, and Defra is particularly interested in how these projects...
Intro

We are carrying out a piece of research into the restaurant sector in London. The report will take an in-depth look at the restaurant sector in London. It will provide an overview of the characteristics of the industry, and its strengths, weaknesses and changing role. It will look at the impact of current trends, and will recommend actions for ensuring Londoners enjoy a vibrant, healthy and sustainable restaurant scene for many years to come.

This report will provide information on how we can increase the amount of sustainable food in London’s restaurants, and to understand the context of this issue in relation to the other factors affecting London’s restaurants. This will help direct the actions of London Food Link in its work with restaurants in the coming years.

Restaurant questions

Running a restaurant

1. Restaurateur’s reason for opening restaurant
2. Pros & cons of having a restaurant in London/in your location. i.e. Large amounts of potential customer but very different appetites. Different areas have different customer bases. (see qu. 7)

Suppliers

3. Who are your suppliers? (How many suppliers? And How long have you used them for?)
4. Has the number of suppliers increased or decreased?
5. For what reasons? E.g. cost, time, reliability?
6. What do they value most about their current suppliers? Have they offered you sustainable produce – do they prompt you?
7. Any other challenges of running restaurant in London (crime, staff turnover, staff skills, rents)

Ingredients/cooking

8. How much of the food is prepared from scratch? (%)
10. Do you consider the amount of fat, sugar, salt in your cooking?
11. Which of the following issues do you consider, if any? Seasonality, Local, organic, free range (animal welfare standards), adulterated foods. i.e chicken breasts, special dietary needs e.g. vegetarian, vegan, halal, kosher, allergies
12. a) Does restaurateur/chef think profit could be made if this produce used.
   b) What else might help this cause? E.g. recognisable standard/logo for window, make it easier/cheaper to get (mention logo specifically if not raised), supply chain assistance (also from existing suppliers), EHO/local councils awards scheme (prizes)

Customers

13. Date last refurbished
14. Do customers ask about where the food comes from (as mentioned above).
15. What is the main factor that makes customers come here e.g. design of restaurant, quality of cooking/ingredients, convenience of location, press review, etc.

16. Restaurateur’s future plans (e.g. refurb/ expand/ close/ diversify etc)
17. Restaurateur’s wish list for policy makers/ council
18. What publications do you read to inform you about the restaurant sector
19. Anyone else you would recommend talking to e.g. suppliers (those who care/or those who don’t)

20. (Not a question – any materials – menus, displays on walls about sustainability, etc. – see website).
GREEN VILLAGE QUESTIONNAIRE

The aim of this questionnaire is to gather information about lifestyles in Belstone today. This information will help us to see how our actions within the village impact upon all aspects of sustainability. Some questions are for households and some are for individuals. **We would like all households in the village to take part since all opinions are valuable.** Responses are completely anonymous and will only be used by the project. There is a supplementary questionnaire at the end for those who are 18 and under.

This questionnaire is one of several from around the country that are contributing to a study by the World Wildlife Fund (WWF). If you would like to find out more about the Green Village or this questionnaire, please contact one of the people in the information leaflet.

THE VILLAGE

(1) What are three things you most value about living in Belstone?
   a.
   b.
   c.

GETTING ABOUT

(2) Do you have the use of a car? yes/no

(3) How do you usually travel to:

<table>
<thead>
<tr>
<th></th>
<th>Work</th>
<th>School</th>
<th>Shops</th>
<th>Holiday</th>
</tr>
</thead>
</table>

(4) Do you do any of the following to cut down the amount of energy/fuel used by your car?

<table>
<thead>
<tr>
<th></th>
<th>Always</th>
<th>Frequently</th>
<th>Rarely</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plan your use to reduce the number of trips</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lift sharing</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Walking instead</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cycling instead</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Taking the bus or train instead</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Choose a fuel efficient vehicle</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
IN THE HOME

(5) How is your house principally heated?

Coal ☐
Gas ☐
Oil ☐
Electric ☐
Wood ☐
Other - please specify ☐

(6) Does your house have?

Double glazing ☐
Loft insulation ☐
Low energy light bulbs ☐
Energy efficient appliances ☐
Central heating thermostat set at low temperature ☐
Solar power ☐
Wind power ☐
A renewable energy tariff ☐

(7) Do you try to save energy by:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Always</th>
<th>Frequently</th>
<th>Sometimes</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>Switching electrical equipment off when not in use</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Switching lights off when not in use</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Not using ‘standby’ on electrical equipment</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

(8) Do you try and reduce water use by:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Always</th>
<th>Frequently</th>
<th>Sometimes</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>Using a shower rather than a bath</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Using economy setting on washing machine</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Using a water saving device in the toilet cistern</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Using a water butt in the garden</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

(9) Do you:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Always</th>
<th>Frequently</th>
<th>Sometimes</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recycle your waste</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Compost your waste</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

(10) Do you have access to the Internet?

Yes ☐
No ☐
WORK

(11) Type of employment (e.g. farming, tourism, education)

<table>
<thead>
<tr>
<th></th>
<th>Full time, part time or seasonal</th>
<th>Employment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Person 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Person 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Person 3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(12) How far do you travel to work? (tick one box in each column per person)

- Work from home
- Up to 10 miles
- Between 10 and 25 miles
- Over 25 miles
- Periodically working away

SHOPPING

(13) In which town do you do most of your food shopping?

Other shopping?

(14) What type of shop do you use most often to buy food?

(15) Where possible, which of the following do you do?

<table>
<thead>
<tr>
<th>Choose locally grown food</th>
<th>Always</th>
<th>Frequently</th>
<th>Sometimes</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>Buy organic or other food which has a low impact on the environment</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Choose food with minimum or no packaging, and use reusable instead of plastic bags</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Choose fairly traded products</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Choose energy efficient boilers, white goods and other electrical goods</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Make other shopping choices with sustainability in mind e.g. buying second-hand or sustainably produced products</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

IN THE GARDEN/NATURE

(16) Do you participate in conservation activities around the village?

No  ☐
Yes ☐ What do you do?
(17) Which of the following do you do?

<table>
<thead>
<tr>
<th></th>
<th>Always</th>
<th>Sometimes</th>
<th>Rarely</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grow some of your own food</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Avoid using peat, pesticides and non-organic fertilisers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Feed wild birds</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have a bird, bat or other wildlife box</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have a wildlife area in your garden</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**IN YOUR COMMUNITY**

(18) Which of the following activities do you undertake?

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Involved in any activities or groups in your local community e.g. drama group, gardening group, parish council</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Take an active part in decisions about your community by, for example commenting on planning applications or taking part in council meetings</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Volunteer your time to help someone or an organisation or group in the village</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(19) Is the provision and access to health services sufficient in Belstone?
No ☐
Yes ☐
Any comments?

(20) Do you take part in exercise or sporting activity in the village?
No ☐
Yes ☐ what?

(21) Do you think there is enough housing provided locally to meet local needs?
No ☐
Yes ☐
Any comments?

(22) Are there sufficient opportunities for adult learning?
No ☐
Yes ☐
Any comments?

(23) Any other comments you would like to make? Please use another sheet if necessary.
FOR YOUNG PEOPLE AGED 18 AND UNDER

(24) Age?

(25) Do you like living in Belstone?
Yes ☐
No ☐

Comments?

(26) Do you think you will stay in the area?
Yes ☐
No ☐

Comments?

(27) Do you think there are enough things for young people to do in the village?
Yes ☐
No ☐

What else does the village need?

(28) Do you have sufficient opportunities to express your views about issues affecting the village?
Yes ☐
No ☐

(29) Do you think your views are respected?
Yes ☐
No ☐

(30) Any other comments?

THANK YOU FOR TAKING THE TIME TO ANSWER THIS QUESTIONNAIRE
Annex B When to evaluate
Conclusion
EcoTeams – Conclusion

Well done! You’ve reached the end of the EcoTeams programme. We hope that your team has enjoyed the experience and that each meeting has helped you in some way, large or small, to live more lightly on our planet. Finally, we also hope that you have found it fun!

What happens next?

Although the formal EcoTeams programme has come to an end, here are a few points to bear in mind for the future.

• Feedback on your results. You will be provided with feedback on the amount of waste and carbon dioxide (and if appropriate, water) you have saved during the programme. We hope that this gives you a justified sense of achievement!

• Stay in touch. Many teams like to meet up after completing their topic and action meetings for a Celebratory Event. This can be a social occasion to compare feedback, celebrate the positive changes you have made and to plan any future actions. You don’t have to have this meeting straight away – indeed, it can be a great way of staying in touch long after the programme has ended.

• Volunteer and help other EcoTeams. Whether you have taken part in EcoTeams at home, at work, or with friends, strangers or neighbours, some of you may be inspired to share you experience by creating new EcoTeams. Discuss this further with your team facilitator (if you have one) or Global Action Plan.

• The sky is the limit. You probably had action goals and ideas during the programme that you never got around to achieving. Don’t forget about these! Many teams decide to try and achieve something together after the end of the programme, such as lobbying local politicians about green issues, setting up a communal garden or sharing lifts to work. It is possible to achieve much more as a team than individually!

By working together we can see how small changes, made by each of us, add up to make a big difference.

We hope that EcoTeams has helped you and your team along this path and that you will continue to strive for a cleaner, healthier world for us all.
EcoTeams measuring: troubleshooting tips

Gas meters

There are two main types of gas meter:

- **Digital Meter:**
  - A digital meter is simply a row of numbers.
  - Write down the first five numbers from left to right.
  - The last number, ringed in red on the meter, shows ‘tenths of a unit’. Ignore this number, and any other red numbers.

- **Dial / Clock Meter:**
  - Gas dial meters work the same way as electric dial meters but the arrangement of dials is slightly different.
  - Dial meters have a row of clock-like dials which move in alternate directions from 0 to 9.
  - Start with the far left dial.
  - Write down the lowest number the hands have passed except when the dial is between 9 and 0, in which case write down 9.
  - Ignore the ‘tenth unit’ (1/10).
Electricity Meters

There are four types of electricity meter:

- **Digital Meter:**
  - Record the first four numbers, from left to right.
  - Ignore any red numbers.

- **Dial Meter:**
  - Ignore the dial that says 100 per rev and ignore the largest dial.
  - Read the four remaining dials from left to right.
  - Remember always to record the number the pointer has passed, and not the number the pointer is nearest to.

- **Economy 7 Meter:**
  - An Economy 7 Meter has two rows of numbers, one showing units used in the daytime and the other showing consumption during the hours when cheaper night rate electricity is used. The row marked ‘normal’ is for the daytime hours and the one marked ‘low’ is for the cheaper night-time hours.
  - A small pointer indicates whether the supply is registering off peak or on peak at the time.
  - Write down both readings, from left to right, separately.

- **Key Meter**
  - Contact your energy company for advice if you do not know how to read this meter.

Don’t forget...

If you have a green electricity tariff, record this on your measuring form!
Rubbish & recycling

- No. people per household: Please record the number of people in the household (including babies and children) to the nearest 0.5 per week, e.g., if there are two adults, a baby and a visitor who stays three nights, record 3.5.
- If you have a fortnightly waste/recycling collection: please make a note of this in the date column, or record each week separately.
- Do not include waste you compost.
- If you miss a week: Please do not record ‘0’. Simply leave the column blank or record NOT MEASURED.

Other fuels

Please record any alternative fossil fuels that you use, for example, oil for home heating. You do not need to record non-fossil fuels (refer to your Energy Chapter if you are unsure whether your fuel is a fossil fuel) such as wood.

Further help

- Your energy company should be able to help you with meter readings.
- Ask your fellow team members.
- Contact your EcoTeam facilitator, or whoever co-ordinates the EcoTeams project in your area, business or organisation.
Measuring Forms

Taking measurements is an important part of the EcoTeams process. The measurements provide invaluable feedback on how well you are doing both as an individual and as part of a team. Without measurements we have found that participants are less likely to achieve their goals and lose motivation because they are not seeing how well they are doing. Please refer to the tips before you complete these sections.

1. Reading gas

<table>
<thead>
<tr>
<th>Measuring date</th>
<th>Meter reading</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Unit of measurement – please circle kWh m³ ft³

2a. Reading electricity – Dial, Digital and Key Meters

<table>
<thead>
<tr>
<th>Measuring date</th>
<th>Meter reading</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2b. Reading electricity – Economy 7 only

<table>
<thead>
<tr>
<th>Measuring date</th>
<th>Meter reading (kWh) – Normal</th>
<th>Meter reading (kWh) – Low</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

NB. If you have, or switch to during the programme, a green electricity tariff please record this on your measuring sheet!
# Measuring Forms

## 3. Rubbish

<table>
<thead>
<tr>
<th>Start measuring date</th>
<th>End measuring date</th>
<th>Number of people in household</th>
<th>Weight (Kg)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

## 4. Recycling

<table>
<thead>
<tr>
<th>Start measuring date</th>
<th>End measuring date</th>
<th>Number of people in household</th>
<th>Weight (Kg)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Optional measuring form

### 5. Reading water

<table>
<thead>
<tr>
<th>Measuring date</th>
<th>Meter reading</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
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<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 6. Other fuels

Use this space to record measurements for any fuels not listed above.

<table>
<thead>
<tr>
<th>Start measuring date</th>
<th>End measuring date</th>
<th>Fuel type and units (eg. oil, l)</th>
<th>Measurements</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 7. Recycling

If you want to record exactly what you are recycling, use this form.

<table>
<thead>
<tr>
<th>Material</th>
<th>Weight (Kg)</th>
<th>Material</th>
<th>Weight (Kg)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Metal</td>
<td></td>
<td>Cardboard</td>
<td></td>
</tr>
<tr>
<td>Organic</td>
<td></td>
<td>Bags</td>
<td></td>
</tr>
<tr>
<td>Electronic</td>
<td></td>
<td>Plastics</td>
<td></td>
</tr>
<tr>
<td>Furniture</td>
<td></td>
<td>Textiles</td>
<td></td>
</tr>
<tr>
<td>Glass</td>
<td></td>
<td>Wood</td>
<td></td>
</tr>
<tr>
<td>Paper</td>
<td></td>
<td>Other</td>
<td></td>
</tr>
<tr>
<td>Activities</td>
<td>Amount of Water (Buckets)*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------------------------------</td>
<td>----------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kettle</td>
<td>0.5 buckets</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dripping tap</td>
<td>4 buckets/day</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Running tap</td>
<td>1.2 buckets/min</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Normal shower (5mins)</td>
<td>5 - 7 buckets</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Powershower (5mins)</td>
<td>17 buckets</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Normal shower (per min)</td>
<td>1 - 1.4 buckets</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Powershower (per min)</td>
<td>3.4 buckets</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bath</td>
<td>15 - 18 buckets</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wash hands and face</td>
<td>0.6 - 1.8 buckets</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teeth cleaning -</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- tap on all the time</td>
<td>1 - 3 buckets</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- tap on and off</td>
<td>0.2 - 0.4 buckets</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Toilet flush</td>
<td>1.2 - 1.8 buckets</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Toilet flush with &quot;hippo&quot;</td>
<td>0.8 - 1.2 buckets</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Flush with &quot;Save-a-flush&quot;</td>
<td>1.0 - 1.6 buckets</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sink wash up</td>
<td>1.2 - 1.6 buckets</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dishwasher</td>
<td>4 buckets</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Washing machine</td>
<td>13 buckets</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hosepipe</td>
<td>110 buckets per hour</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sprinkler</td>
<td>110 buckets per hour</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Car wash (bucket &amp; sponge)</td>
<td>2 buckets</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Food and drink</td>
<td>1.2 - 2.0 buckets</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Average use/person/day</td>
<td>32 buckets/day</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Write any additional activities where water had been used below

---

**Estimated Water Used Per Day**

* Based on a 5 litre bucket

**How to Use**

1. Pick an activity
2. Look across at the estimated water use for that activity
3. Write that figure in the box under the appropriate day

Please complete the following information:

Property type (terrace, flat, semi-detached etc):

Number of Bedrooms:

Number of people living in house:
The tables below present the project plan for this commission:

**Phase 1 (2006)**

<table>
<thead>
<tr>
<th>Interim evaluation and baseline</th>
<th>26/6*</th>
<th>30/6</th>
<th>3/7</th>
<th>3/7</th>
<th>10/7</th>
<th>10/7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review proposal and training material</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0.5**</td>
</tr>
<tr>
<td>Prepare interview templates and data gathering tools</td>
<td></td>
<td></td>
<td>0.5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interviews (telephone) with project management team and stakeholders</td>
<td>0.5</td>
<td>0.5</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interviews (telephone) with project beneficiaries</td>
<td></td>
<td></td>
<td>1.5</td>
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<td>Aggregate and analyse data</td>
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<tr>
<td>Interim evaluation and baseline report</td>
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**Phase 2 (2007)**

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<th>17/9</th>
<th>24/9</th>
<th>1/10</th>
<th>8/10</th>
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<td>Review training material and claims reports</td>
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<td>Prepare interview templates and data gathering tools</td>
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<td>Interviews (telephone) with project management team and stakeholders</td>
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<td>Interviews (telephone) with project beneficiaries</td>
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<tr>
<td>Draft evaluation and impact report</td>
<td></td>
<td>3</td>
<td></td>
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<td>3</td>
</tr>
</tbody>
</table>

* Date work commences
** Number of consultancy days
Annex C Who to include in your evaluation
10. RECYCLING

☐ Reuse plastic bags and think of other ways to reuse waste.
☐ Use rechargeable batteries.
☐ Avoid buying pre packed food or products with excessive packaging.
☐ Recycle waste where possible, making full use of the council’s doorstep recycling scheme.
☐ Other ____________________________________________________________

Can we contact you in the future to find out how you are getting on with your pledges?
☐ Yes
☐ No

Would you like to receive our free email newsletter?
☐ Yes
☐ No

Your details will be kept securely and not shared with any other organization or person outside AFSL.

Signed:________________________ Date:_________________

**Contact Details**
Name:........................................................................................................
Address:....................................................................................................
...................................................................................................................
Contact Tel:..................................................................................................
Contact Email:...........................................................................................

INTRODUCTION:
My name is Mike Nye. I am a sociological researcher from the University of East Anglia in Norwich. I am interested in the things that encourage environmentally friendly behaviour and the things that encourage that behaviour to be continued long-term. There are lots of issues that could affect the choice to live a greener lifestyle. I am trying to better define them and to identify the most important ones through working with GAP and Eco Teams.

PROJECT AIMS:
This research project seeks to answer three main questions:

• How can individuals/households be encouraged to change their behaviour in order to reduce their level of waste and recycle more of their remaining waste?
• How can changes in household routines be sustained beyond the life of the programme itself?
• Where do Eco Teams/Small change groups fit into this process?

PROJECT METHODS:
I will attempt to answer these questions through a series of interviews with participants in the Eco Teams and Small Change programmes. My job as the researcher is to try to understand the process of behavioural change within Eco Teams from the perspective of the participants. I want to understand and define the lessons from Eco Teams in your own words.

In order to do that, I need to undertake interviews with as many volunteers as possible. These interviews will occur midway through the Eco Teams programme, 3 months after the programmes finishes, and 12 months after the programme finishes. So each person will speak with me three times over the course of about 18 months.

INTERVIEW TOPICS AND CHARACTERISTICS:
I like to keep interviews very informal. I want it to be more like a conversation between you and me and less like a series of questions from me to you. You don’t need to prepare anything for an interview. Just come along ready to talk about your experiences.

Topics we might discuss include:

• The motivation of individuals and households to participate in Eco Teams.
• The environmental and social benefits of the programme.
• The importance of social interaction, information and feedback to the success of the programme.
• How and why pro-environmental waste behaviour changes are/are not sustained beyond the life of the programme.

We can meet anywhere you like in your community. I find that pubs or cafes are nice and relaxed places to meet where we will both feel comfortable. Partners are welcome to come along as well, even if they are not directly involved in the programme.

I would like to tape the interviews so that I can transcribe them and use your quotes in academic papers and reports to DEFRA. Of course I will keep your identity private – all quotations will be kept strictly anonymous unless you want me to attribute something to you directly.

HOW TO GET INVOLVED:
If you are interested in helping me with this project and having the chance to shape future environmental policy from DEFRA, then please let your Eco Teams facilitator or programme manager know. They will then put me into contact with you to arrange a convenient time to meet for an interview.
Dear Sir or Madam:

Your Views Count

This month, The Green Blue project, a joint environmental initiative from the British Marine Federation (BMF) and the Royal Yachting Association (RYA), is carrying out a postal survey on all the contacts we have made over the past 18 months. **The aim of this survey is to determine if the project has influenced our target audience - YOU!**

**We would very much appreciate your help.** The survey will not take long to fill out and comes with the enclosed 2007 wall planner and recycled pencil. All you have to do is complete the enclosed survey and return it to us in the pre paid envelope supplied by **28th February 2007.**

If you have any questions or concerns about the survey please do not hesitate to contact Emma Ormsby, on 02380 604228 or via email at emma.ormsby@rya.org.uk.

We hope that you will take part and would like to thank you in advance for your help.

Yours faithfully

Emma Ormsby

The Green Blue

* The Green Blue would like to assure you that all your answers will be treated in the strictest confidence and used for research purposes only.

* If you do not want to take part or be contacted by the Green Blue again please fill in the box found on the last page of the questionnaire and return it to us in the enclosed envelope.
2nd March 2007

Dear Sir or Madam:

Your Views Count

The Green Blue recently sent you a questionnaire asking for your views on the environment and boating with an aim to determine if the project has influenced our target audience – YOU!

We would very much appreciate your help. If you have not already done so, I would be grateful if you could return the questionnaire we sent you to the freepost address below as soon as possible: Royal Yachting Association, FREEPOST NATW491, Southampton SO31 4AA.

If you did not receive a questionnaire or no longer have the original you can download a copy to fill in from the Green Blue website www.thegreenblue.org.uk/register. Alternatively if you do not have access to the internet you can call me on 02380604228 and I will send you another questionnaire pack.

If you have already recently sent your questionnaire back to us, I apologise for disturbing you again.

Yours faithfully

Emma Ormsby

The Green Blue

2nd March 2007

Dear Sir or Madam:

Your Views Count

The Green Blue recently sent you a questionnaire asking for your views on the environment and boating with an aim to determine if the project has influenced our target audience – YOU!

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Yours faithfully

Emma Ormsby

The Green Blue
Annex D Who should carry out your evaluation
Brief for MORI, re: Thames Water Faith Demonstration Project

About London Sustainability Exchange
London Sustainability Exchange (LSx) connects and motivates people to accelerate the transition to a sustainable London. We do this by increasing sustainability literacy, developing and influencing policy and practice regarding London, and learning from and broadcasting good practice. We are a partnership of public, private and voluntary sector organisations and operate as a programme of national sustainable development charity Forum for the Future. More information is available at: www.lsx.org.uk

About Diverse London
With part funding from Defra, our Diverse London project is building evidence in how to address the challenge of making sustainable consumption and production attractive to diverse consumers, businesses and organisations. It recognises that a ‘one-size-fits-all’ approach doesn’t work in making sustainable change happen for everyone and so targets different ethnic communities in London, by making it relevant, more attractive and easier to put into practice.
More information is available at: http://www.lsx.org.uk/programmes/MotivateBME_page2341.aspx

About our Demonstration Project
In partnership with Thames Water, London Sustainability Exchange (LSx) is developing a demonstration project aimed at exploring how effective faith beliefs could be in encouraging Londoners to lead more environmentally friendly lifestyles - specifically helping them to reduce water consumption.

This work follows a Pilot project with East London Mosque and the London Muslim Centre that was developed by our Motivate London project in June 2005, and more recently, a project with London Borough Tower Hamlets who were looking to motivate their large Muslim communities to recycle more and reduce waste and littering.

We have provisionally agreed to focus our Thames Water work on the Hindu faith and community in the following boroughs:
1. Greenwich
2. Newham
3. Redbridge
4. Tower Hamlets
5. Waltham Forest
6. Hackney

Activities that we are seeking to include in our work are:

- Two environmentally themed guided prayer sessions focusing on reducing water consumption,
- Two post-session stalls offering information, advice and free water saving devices
- Three lectures / workshops giving audiences an opportunity to explore and ask questions about the links between faith and reducing water consumption
- Two faith school water awareness classes
- Faith and environment (specifically reducing water consumption) based prayer calendar
- Three additional faith & reducing water consumption focused events
Formative research
Before conducting this work we would like to gain a clearer understanding of the Hindu community and their attitudes towards the environment, specifically their attitudes towards reducing water consumption. We would like to establish, via focus groups, whether this community is conducive to religious messaging that promotes water efficiency and we wish to ensure that this does not fundamentally contradict any religious or cultural beliefs.

The focus groups should aim to get a representative sample of views from a wide variety of individuals and should be in the format; men only, women only and young / old people. We would seek your advice as to the most appropriate 3rd group, whether it should be older or younger Hindu people.

The aim of this research would be to identify motivators and barriers to action for the Hindu community through:

- Identifying current behaviours, practices and attitudes towards business and household water consumption e.g. current levels of water use, understanding of regional water shortages; importance of water for Puja (prayers) and other religious activities
- Identifying whether the activities listed above are the most appropriate and effective to motivate Hindu communities to take action to reduce water consumption e.g. appropriateness of environmentally themed sermons
- Identifying what are the main barriers preventing Hindu communities to reduce their water consumption
- What messages would resonate with the Hindu community for a campaign focusing on reducing water consumption
- What theological links are there between water consumption and the Hindu faith culturally and in the scriptures; in particular about reducing water consumption
- Identifying whether individuals would be interested in attending lecture/workshops (based in their local community) around the theme of Hinduism and the Environment (specifically what the scriptures say about reducing water consumption)
- Gaining information from participants as to possible Temples and / or religious leaders / community groups to approach for advice and support
- Understanding key communication channels most appropriate to this group and in the specific Boroughs

Timeline
We are keen to ensure these formative focus groups are conducted before the end of April 2006, with the first draft report from these available by mid May 2006.

Other logistics
We would be happy to source focus group participants and provide a venue.

Further information
We would be very happy to complement this written briefing with a verbal one with a nominated MORI representative. To arrange this, or ask any questions, please contact Snowia Hussain, LSx Project Officer, on: s.hussain@lsx.org.uk / T. 020 7324 3627.
SPAN EVALUATION WORKSHOP
7 February 2007, Heeley City Farm, Sheffield

Participants:
Growing People: Jean Robertson, Nicola Rivers (Lead Facilitator)
LEAF: Diane Crocker, Andy Goldring (SPAN Lead Facilitator)
Tinsley Tree Project: Rodney Heslop, John Lecorney (Lead Facilitator)
Windmill Allotment Project: Effie Jordan (Lead Facilitator)

Meeting Aims
• Share experiences, information and knowledge of how community groups can evaluate projects that support sustainable food production and consumption.
• Identify and understand evaluation methods that are relevant to the pilot groups and can provide information for DEFRA.
• Assess how SPAN can support community groups to evaluate projects that support sustainable food production and consumption.

Agenda

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
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<tbody>
<tr>
<td>9.45</td>
<td>Arrival</td>
</tr>
<tr>
<td>10.00</td>
<td>Welcome, housekeeping and introductions</td>
</tr>
<tr>
<td>10.10</td>
<td>SPAN, evaluation and the EAF programme</td>
</tr>
<tr>
<td>10.20</td>
<td>Why evaluate? Introduction to the projects</td>
</tr>
<tr>
<td>11.00</td>
<td>How can we evaluate?.... Introduction &amp; information sharing</td>
</tr>
<tr>
<td></td>
<td>facilitated by Ruth</td>
</tr>
<tr>
<td>11.30</td>
<td>BREAK</td>
</tr>
<tr>
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<td>...and how can we evaluate our projects?</td>
</tr>
<tr>
<td>13.00</td>
<td>LUNCH</td>
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<tr>
<td>14.00</td>
<td>How was lunch? Evaluation activities</td>
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<tr>
<td>14.30</td>
<td>Open space – items to be determined on day if needed</td>
</tr>
<tr>
<td>15.00</td>
<td>What will prevent us evaluating our projects?</td>
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<tr>
<td>15.30</td>
<td>What support do we need; how can SPAN help?</td>
</tr>
<tr>
<td>15.50</td>
<td>Summary and next steps</td>
</tr>
<tr>
<td>16.00</td>
<td>-workshop ends-</td>
</tr>
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</table>
Evaluation Brief

Who we are

Sustain: The alliance for better food and farming, advocates food and agriculture policies and practices that enhance the health and welfare of people and animals, improve the working and living environment, promote equity, and enrich society and culture. Sustain represents around 100 national public interest organisations working at international, national, regional and local level. The alliance is a registered charity (no. 1018643) and company limited by guarantee (no. 02673194). It is governed by its membership, which meets at least twice a year. The membership elects a Council of 15 trustees who meet quarterly to guide the work of the alliance, subject to approval by the members. The alliance is wholly independent from the agri-food industry and is funded from grants (from charitable foundations and government or quasi-government sources), membership subscriptions and sales of publications.

In April 2002, Sustain launched London Food Link to develop a sustainable food system in London. LFL connects a whole range of food initiatives in London, including allotments, retailers, social enterprises, food co-ops, community cafes, farmers’ markets and box schemes, small producers and processors. With this network LFL works to:

- improve health, social welfare, environmental sustainability and economic development;
- support the viability of local food initiatives;
- integrate food issues into policy development in London
- help producers, consumers and retailers make a positive choice for sustainable, local food;
- improve access to high quality seasonal food, through shorter and more varied food supply chains

Two full-time staff members currently run the programme with funding from:

- Defra’s Environmental Action Fund (EAF), which helps voluntary groups to advance the Government’s sustainable development policies, particularly sustainable production and consumption; and

- The European Unions’s European Regeneration Development Fund (ERDF). This part of the project, Sustainable food in multi-cultural communities, aims to support and advise small and medium-sized enterprises (SMEs), in defined Objective 2 areas, on how to include sustainability, particularly sustainable food, in their business practices.

We are expecting to appoint a third full-time member of the team in the summer, as part of a larger London Sustainability Exchange programme to provide advice and support for businesses to reduce their environmental impact. For more details about LFL see www.londonfoodlink.org
Why we want an evaluation

LFL is commissioning an external evaluation not only because we told our funders we would do so, but also because it is important to us to know how well we are doing, and how we can improve.

We already undertake some monitoring and evaluation of our own work as follows:
- Amongst other things we monitor numbers of members, their London borough location and their place in the local food system;
- Monitoring of food business owners in accordance with good practice as recommended by the Commission for Equality and Human Rights;
- We have recently completed the first of what we plan will be an annual membership survey. The results were very positive, and the report will be made available to the successful consultant;
- Participants in events, including project visits, are routinely asked to complete brief feedback questionnaires;
- The project’s advisory working party meets quarterly, and project reports are also provided quarterly to Sustain’s governing body;
- Information is circulated to and requested from the membership both via email and through the project’s quarterly newsletter *The Jellied Eel*.

We are using all these sources of information to help us continuously reshape our work programme but we need an independent evaluation to:
- Help us assess whether these monitoring mechanisms are the most appropriate, and if we are getting the most out of them;
- Suggest any additional mechanisms we might adopt, for example we are currently considering purchasing the Pqasso quality assurance system;
- Get the opinions of people in the network who we have not yet managed to reach through any of the mechanisms outlined above;
- Get the opinions of people who are not part of the LFL network and find out what, if anything, we could do to encourage them to engage with us;
- Undertake some more in-depth interviews with key stakeholders such as policy makers in businesses, local authorities and community groups.

Timetable and budget

LFL’s current funding comes to an end in March 2008, so we are aiming to have final evaluation results available in December 2007, so that we can incorporate these into our plans (including funding applications) for the project’s future. Between now and then we would also like:
- an initial report on the current state of the project and recommendations for how we can improve. Depending on when the work can start, we would hope this would be available by September 2006;
- an interim report on how far the project has been able to act on those recommendations (and any other issues that have arisen in the meantime) and further proposals for improvement, by April 2007.
We have allocated a total of £7,000 for this evaluation process, and would like to hear from consultants who are confident they can undertake the work within this budget and timetable. Your tender document should outline how you would approach this task, how many days, in total, you would allocate to it, and give brief examples of similar work you have undertaken. We may wish to approach one or two of your previous clients for a reference, so these details would be helpful.
Annex E How to use your evaluation
EcoTeams Evaluation Report

December 2006

Executive Summary
EcoTeams are groups of 4 to 8 households who meet once a month (over the course of 4-5 months). Led by a Global Action Plan (GAP) Project Officer, they measure their household’s environmental impact in terms of waste, energy, water, transport and shopping and then agree on practical and manageable actions to reduce it. Results are collated and household and team reports are produced.

Since April 2005 the EcoTeams programme has been run with 1,383 participants in four areas across the South East of England (Thanet, Lewes, Hastings and Tonbridge & Malling) and in three areas in Nottingham (Broxtowe, Rushcliffe and Nottingham City).

GAP worked in partnership with the New Economics Foundation (NEF) to develop an evaluation framework and toolkit for EcoTeams that could be replicated for future GAP programmes and by other organisations. The evaluation methods that were developed included:

- impact mapping to establish what questions the evaluation should ask
- questionnaires before and after the programme
- focus group workshops with EcoTeam graduates in each of the four South East areas

The measurements of energy use, waste and recycling that participants take before and throughout the programme demonstrate that the programme brings about behaviour change. For example, measurements taken in Nottingham indicate that there is an average reduction in waste of 23%. Once completed, the EcoTeams website/database will allow Global Action Plan to report on these figures more accurately. The purpose of this evaluation was to provide the ‘soft’ data needed to more fully assess the impact of fully-facilitated EcoTeams in terms of changing attitudes and behaviour and the wider social benefits of the programme.

The results of the evaluation support the view that EcoTeams increases knowledge and awareness and changes behaviour among participants. The findings highlight certain areas where the programme had more impact in terms of behaviour change (e.g. shopping, switching off appliances, water saving measures) and also areas where there has been less behaviour change (e.g. transport). Obviously there are many other factors that influence how easily people can adopt changes, but the findings will hopefully provide a useful tool for programme officers when deciding how much emphasis to place on different topic areas.

Overall levels of satisfaction with the actual EcoTeams process were high and the majority of participants agreed that they would recommend the programme to others. However, the feedback
does highlight some areas to be reviewed and some points that could be used when promoting the programme.

Overall, the evaluation methodology worked well. However, the original concept of involving participants in the process proved to be unsuitable. Also the response rate to the pre-programme questionnaire was poor. The level of detail in the questionnaires allowed a wide range of issues to be explored. This was agreed to be a useful exercise in this instance, but it is felt that for future projects the questionnaires should ideally be simplified in order to produce a higher response rate and better quality of response.

**Introduction**

EcoTeams are small groups (usually 6-8) of individuals or households who meet up once a month over a period of four-five months to discuss their everyday environmental impact and how to reduce it. During the programme they monitor and record their waste and recycling, gas, electricity and water use on a weekly or monthly basis. The groups are facilitated by a Global Action Plan project officer who runs each meeting, leads discussions and provides information and feedback on progress. Participants discuss their progress, share information and advice and encourage each other to improve their environmental performance. Individuals interested in reducing their environmental impact were recruited through doorstep leafleting and conversations, leaflets, community events and press articles.

The aim of this evaluation was to provide a deeper understanding of the impact that the EcoTeams process has on a participant’s lifestyle choices and the wider social impacts of the project. The aim was also to produce a record of the methodology so that it can be used for future GAP projects and possibly by other organisations to measure the effectiveness of their programmes.

This document will give an overview of the evaluation process and will provide information about the development of the process. Following this, a summary of the evaluation findings and some analysis of the process will be provided.

**Evaluation Methodology**

The evaluation process was developed in partnership with the New Economics Foundation (NEF) ([www.neweconomics.org](http://www.neweconomics.org)). They met with Global Action Plan on a regular basis to establish the framework of the evaluation and to guide and support staff through the process.

**Participatory evaluation**

The foundations of the NEF evaluation approach lies in participatory evaluation. Traditional evaluation often only asks participants questions at the end of the project. The evaluation questions are decided on by the organisation running the project, and are based upon what they see as the important measures of success for the project. The results of the evaluation are therefore skewed toward the information that the project managers want to find out, and there may not be opportunity for participants to tell the stories that they think are important about the project.

Participatory evaluation aims to engage the participants of a project in the design of the evaluation process. Appendix A contains a more in-depth rationale for this approach. To inform the evaluation design, participatory evaluation processes seek to ask participants questions such as: “on what grounds would you say that the project was successful?”;
“how would you know that the project has been a success for you?”;
“what questions would you ask yourself as part of finding out if you enjoyed the project?”

The process was conducted with many of the project stakeholders, including programme managers and local authority funders.

Impact Mapping

Development of the evaluation was based upon a process called Impact Mapping, which had previously been developed and used by NEF. Impact Mapping aims to tell a ‘logical’ story of how a project will make a difference. NEF led the Small Change\(^1\) project officers through a half-day impact mapping session and they subsequently guided the South East Steering Group members\(^2\) through the process. The process involves asking eight consecutive questions. The answers to these questions are then mapped onto a ‘story board’. The story-board should describe the main structural components of the project, from why it is taking place through to the more ‘fuzzy’ long term impacts. The story-board was then divided up into “Inputs”, “Activities”, “Outputs”, “Outcomes”, and “Impacts” (see Appendix C for an example), and the question is posed – “how will we know that each of these things has occurred?” The response involves asking quantitative and qualitative questions. These questions then form the framework of the evaluation.

It was originally planned that Small Change participants from each team would also take part in the impact mapping process and would therefore have an opportunity to input into both the evaluation of their own team’s success and that of the whole programme. Unfortunately there were difficulties with involving participants to this extent:

1) Insufficient households had been recruited to EcoTeams at the stage that the evaluation design was taking place. It was intended that impact mapping could be carried out with households in the same time period as the impact mapping with the stakeholder group. This was not possible.

2) After taking part in the impact mapping process the project officers felt that the process may be too long and abstract for the teams that had been recruited to date.

3) Participants do not have a strong understanding about EcoTeams at the initial meeting, and so it was felt that Impact Mapping was not a suitable format for engaging participants in the evaluation process. Participants seem to struggle over the question “what do you hope to get out of EcoTeams” as they do not know enough about the project. It was therefore felt that Impact mapping might confuse them and discourage them from coming to the next meeting.

4) The impact mapping process takes a relatively long time. The process took over an hour with project officers and twice this time with the steering group stakeholders. The limited time of the EcoTeams meetings would not have provided space to include impact mapping in addition to the other programme material.

Questionnaires

The results of the two Impact Mapping sessions provided the basis for the creation of two paper-based questionnaires that were given to all participants before and after they completed the EcoTeams project.

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\(^1\) The EcoTeams programme in the South East is called ‘Small Change’

\(^2\) The steering group included representatives from the funding partners and stakeholders in the South East – East Sussex County Council, Kent County Council, Tonbridge & Malling District Council, Lewes District Council, Hastings Borough Council, Thanet District Council and Southern Water.
The ‘before’ questionnaire focused on assessing people’s level of awareness and knowledge, their expectations for the project and the barriers that they were currently experiencing. The ‘after’ questionnaire asked again about levels of awareness and knowledge having been through the programme. It also gathered feedback on the actual EcoTeams process, asked about the social benefits of being involved and also recorded the actions that participants had taken as a result of being involved in the project. Both questionnaires asked for demographic information – gender, age group and number in household. It was decided that questionnaires should be anonymous to allow participants to feel a greater freedom to be honest in their responses. (The questionnaires were post coded to aid analysis).

Once drafted the two surveys were trialled and subsequently revised in light of participant feedback. The final versions of the surveys are included in appendix D. From April 2005 questionnaires were handed out at the introductory or first team meeting and at the last meeting. Between April 05 and November 06, 47 ‘before’ and 210 ‘after’ questionnaires were collected. The questionnaires were not given to EcoTeams held in schools. Taking this into account, there was a response rate of about 1 in 4 for the after survey and 1 in 16 for the before survey.

Electronic versions of the questionnaires were then developed to record the questionnaire responses and to provide analysis of the information. This was done using Survey Monkey (www.surveymonkey.com), a website which allows subscribers to create online questionnaires and provides tools for exporting and analysing data. Explanatory notes on the data entry are included in Appendix E. The anonymity of the surveys meant that before and after responses could not be compared on an individual level, but a general comparison could be made.

**Focus Group Workshops**
The next stage of the process was to hold a focus group in each of the four South East areas – Hastings, Lewes, Thanet and Tonbridge & Malling, with the aim of looking in more depth at some of the questionnaire topics and gauging the wider social impacts of the project. Letters inviting people to take part were sent to previous EcoTeam members and an incentive of £30 worth of vouchers was offered to volunteers. Each group was made up of between 8 and 12 volunteers and lasted approximately 2 hours. A list of topics was developed to use as a guide for discussion (see appendix F).

The aim was to make the session as informal as possible. The sessions were held in local venues such as community centres and the groups were deliberately called workshops rather than focus groups. The facilitator used the topics to loosely guide the conversation rather than as a series of formal questions. The group’s conversation was recorded and later transcribed.

The discussion was designed to explore graduates’ views on why they had taken part, how their behaviour had changed as a result of the programme, what barriers they had experienced in making changes to their lifestyles and what they felt were the additional benefits of taking part. A guidance note for running the focus groups is included in Appendix G.
Findings

Feedback on EcoTeams process
The feedback on the EcoTeams process as a whole was generally positive. 73% of participants who completed the questionnaire gave the supporting materials a rating of 8 or more on a scale of 1-10 (10 = ‘very useful’).

In terms of how worthwhile people found the process of weighing waste and taking energy and water readings, most respondents indicated that they found the process worthwhile to a varying degree – 85% of respondents gave a rating of 5 or more out of 10.
A number of people remarked that the process of taking measurements made them more aware of their levels of consumption and helped demonstrate the progress they were making. However, when asked what they liked least about EcoTeams, weighing and measuring was the most common response. Feedback at the focus group reflected this range of views:

I've found reading my meter an absolute pain

‘Although I did find it a bit of a pain I have to say I'm glad I did it.'

'I like the measuring, it gave me a feeling of..knowing what I was doing..' 

Apart from weighing, the survey question, ‘What did you like least about EcoTeams’ produced a number of other common answers. The top ten most common answers were as follows:

<table>
<thead>
<tr>
<th>Theme</th>
<th>Number of responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weighing/Measuring/Readings</td>
<td>35</td>
</tr>
<tr>
<td>Too much information / not enough time</td>
<td>11</td>
</tr>
<tr>
<td>People dropping out / not attending</td>
<td>9</td>
</tr>
<tr>
<td>Meetings went on too long / late</td>
<td>8</td>
</tr>
<tr>
<td>Games/Quizzes</td>
<td>7</td>
</tr>
<tr>
<td>Felt guilty/realisation that could do more</td>
<td>5</td>
</tr>
<tr>
<td>Group too small</td>
<td>4</td>
</tr>
<tr>
<td>Started too early</td>
<td>4</td>
</tr>
<tr>
<td>People going off the point/talking too much</td>
<td>4</td>
</tr>
<tr>
<td>Preaching to the converted</td>
<td>3</td>
</tr>
<tr>
<td>Not local enough</td>
<td>2</td>
</tr>
</tbody>
</table>

The large amount of material covered and the limited time appeared to be the main issue. Comments at the focus groups reflected these views:
‘..very crammed..' 
‘..weren’t enough sessions..' 
‘difficult to make practical arrangements to get everyone in the same place at the same time.’

When asked what they liked most about EcoTeams, the most common themes that appeared were as follows:

<table>
<thead>
<tr>
<th>Theme</th>
<th>Number of responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meeting other people / social element</td>
<td>49</td>
</tr>
<tr>
<td>Sharing ideas, knowledge with others</td>
<td>44</td>
</tr>
<tr>
<td>Informative/Educational</td>
<td>40</td>
</tr>
<tr>
<td>Friendly/informal atmosphere</td>
<td>31</td>
</tr>
<tr>
<td>Meeting like-minded people</td>
<td>29</td>
</tr>
<tr>
<td>Leader or style of presentation</td>
<td>25</td>
</tr>
<tr>
<td>Discussions</td>
<td>22</td>
</tr>
<tr>
<td>Materials</td>
<td>22</td>
</tr>
<tr>
<td>Group encouragement and learning</td>
<td>20</td>
</tr>
<tr>
<td>Quizzes and activities</td>
<td>13</td>
</tr>
</tbody>
</table>
Many people appeared to like the social aspect of the meetings. ‘Meeting other people’ or the ‘social element’ was the most common response given in the survey. In particular, meeting other people with an interest in the environment seemed to be a benefit for people.

‘I live on my own and so to be in a room full of people who were humming and buzzing about this…it’s a bit of a boost.’

Apart from the social side, working as a team, having discussions and swapping ideas and suggestions seemed to have motivational benefits.

‘it wasn’t just the facilitator it was the other members of the group all supporting each other, and encouraging change.’

Others enjoyed the informal nature of the learning and the structured approach – setting targets and covering one topic at a time

‘liked the idea that it was informal and not just a lecture.’

‘..don’t feel that you’ve got to change everything overnight, work on something this month and we’ll do something else next month.’

Overall the response to EcoTeams was very positive with 96% of respondents either agreeing or strongly agreeing that they would recommend EcoTeams to people that they know. When asked why they would recommend it, there were a number of common responses. These included – ‘the ideas’, ‘raises awareness’, ‘informative and interesting’, ‘friendly’, ‘meeting like-minded people’, ‘practical’ and ‘we are all responsible’.

61% of respondents gave a positive response (rating of 5 or more) when asked if they were interested in taking part in further training. Fewer people were interested in learning how to lead EcoTeams themselves with only 22% of respondents giving a positive response. 29% of respondents said that they had received a lot of support from other members of their household in making changes to their lifestyle, with 79% giving a positive response (rating of 6 or more).

**Knowledge and Awareness**

Taking part in EcoTeams appears to have a positive effect on participants’ levels of environmental knowledge and their awareness of environmental issues. Before taking part in the programme 48% of respondents rated their awareness of their household’s impact on the environment as 7 out of 10 or higher (10 = ‘very high’). This figure increased to 82% after taking part in EcoTeams.
The survey results indicate that many recruits to EcoTeams feel they already have a good level of knowledge about environmental issues before taking part. 58% of respondents to the ‘before’ survey agreed or strongly agreed that they would feel confident to talk to others about environmental issues.

Participants in the focus groups supported this conclusion:

‘I think it is a little bit preaching to the converted.’
However, the figure for 'confident to talk to others' did increase to 88% among participants that had completed the programme. In addition, the number of people that disagreed or strongly disagreed they felt confident fell from 13% to 1%.

It would appear that respondents included a combination of people who felt they knew little to start with and learnt more and those that already felt knowledgeable but were still made aware of new information. This is supported by some of the comments given by people at the focus groups:

‘There were a lot of surprises.’

‘..we were all quite savvy about these issues anyway but it was good to have it reinforced and get ..more evidence.’

‘the Programme has primarily taught us that we are not as 'Green' as we thought.’

In some instances, this existing level of knowledge among participants did appear to have a detrimental effect. The focus groups provided a couple of examples of team members feeling intimidated by fellow members or instances of members dropping out due to a feeling of inadequacy:

‘..sometimes you felt, oh, I shouldn't be in the same room as them as they are such a good example.’

‘she left because…she thought everybody else knew too much and she felt inferior..’

When asked about specific areas of knowledge, there was also some positive change but the change does not appear to be as marked as we might have expected. Before the programme, 51% of respondents rated their knowledge of their local council’s waste and recycling services as 7 or higher. This figure increased to 60% after the programme. Before the programme, 11% of respondents rated their knowledge of national and local energy saving schemes as 7 or higher. This increased to 36% after the programme.

**Change in attitudes and behaviour**

Respondents were given a list of actions and asked to indicate whether they had already been doing the action, had started doing it, were doing it more, had no intention of doing it, or were planning to do it in the future.

**Actions Started**

The results of the survey did indicate that participants are adopting new behaviours as a result of taking part in the programme. 30 or more respondents started the following actions as a result of taking part in EcoTeams:

- Buy products that have minimal or no packaging over ones that do
- Stopped junk mail through MPS or sticker on letter box
- Switch off appliances at the wall when not in use (e.g. t.v. video)
- Turn the thermostat down on central heating & hot water to 60°C
- Keep a jug or watering can next to sink for excess water run when waiting for hot tap to run hot.
- Added a hippo or flush saver to toilet cistern in older toilets
- Buy enviro friendly cleaning products (laundry powder dishwash liquid dishwasher tabs multipurpose cleaner etc)
- Use natural cleaning alternatives
- Stopped using 'anti-bacterial' products
The main areas where EcoTeams appear to be having an impact in terms of new behaviours being adopted are waste, energy use, water savings and household chemicals. The focus groups also provided good examples of changes people had made to their lifestyles as a result of taking part in the programme. These changes ranged across all the topic areas:

‘I find now when I’m going to buy something now I look at it and decide whether or not I’m going to buy it depending on the packaging.’

‘I can’t remember the last time I bought anything new.’

‘Before you know we’d sit around in the evening, the light would be on upstairs, and on the landing, but now I’m more consciously turning them off.’

‘When you recharge your phone, I just used to leave it on all the time and now, I turn it off every night.’

‘I drive more carefully and use less petrol’

‘I haven’t had a bath for months!’

Actions done more regularly
The results indicate that many EcoTeam participants were already undertaking actions prior to taking part. For example, 73% of respondents were already recycling household rubbish through a doorstep collection. Subsequently, a few people at the focus groups reported experiencing no change as a result of taking part:

‘I learnt more facts and figures from attending the meetings but I didn’t really learn anything I didn’t really know, or didn’t already do.’

However, there were 27 actions that 30 or more respondents reported doing more regularly as a result of taking part. The most common actions reported to be done more regularly include:

Buy products that have minimal or no packaging over ones that do
Buy produce as locally as possible
Buy from local / independent shops rather than supermarkets
Buy products that can be recycled over products that cannot

As with the new actions that were adopted, certain shopping behaviours seem to be done more often, particularly buying products with less packaging which also appeared on the new actions list. People at the focus groups did mention that they had become much more aware of the amount of packaging in their waste and that this transferred through to their shopping decisions.

‘..one of the things from measuring was I realised how much packaging I was having to throw away as rubbish and which definitely meant that I’d change some of my shopping habits.’

The overall impression from the focus groups was that most people who felt they were already living an environmentally friendly lifestyle still believed that EcoTeams had a positive impact on their behaviour. They reported taking actions more often and adopting new actions:
‘...although I was doing things before I’m doing even more now.’

‘...even if a person thinks they have made changes to help the environment they will find there are still many changes they can make (We did!).’

Actions not adopted
There were some actions that respondents were less inclined to adopt. 30 or more respondents said they had no intention of taking the following actions:

- Have a food box delivered from local supplier
- Avoid food produce that is not in season
- Joined allotment or started a vegetable patch / grow own herbs
- Looked up Green / Ethical Shopping guides (e.g. in the Ecologist magazine Ethical Consumer magazine)
- Joined a green energy tariff
- Installed solar hot water heating
- Only heat 1 or 2 rooms in the house that are used the most
- Installed/increased insulation in walls
- Increased use of public transport for regular journeys
- Car sharing / form a car club
- Increased cycling trips
- Taken a UK holiday rather than overseas
- Used bus or rail for a holiday rather than plane
- Converted diesel car to biodiesel
- Installed a water meter
- Planted drought tolerant plants
- Stopped using bleach

The focus group provided some useful information on some of the possible barriers that people were experiencing in making changes. Transport (lack of services and unreliability and cost of public transport), shopping at local shops (expensive, lack of availability/convenience) and installing energy saving features (expensive, confusion over grants) are noticeable as areas where participants have experienced difficulties.

‘if you’re a family you can not necessarily afford to shop in places like Trinity you have to go to Morrisons.’

‘if you haven’t got a car then you’re in deep trouble because the bus services are so bad.’

‘I would love to shop at a farmers market but I’m working so I can’t get there’

‘..it’s not always easy to find out what is local produce.’

‘I finish work at half past five...we’re not sure if the ten past six train is coming, and it’s wet and cold and it’s winter, you’ve done a day’s work and you want to get home and you think, if I had my car I’d be home by now.’

‘Sue gave us information on wind turbine and solar panels and my husbands desperate to do all of this but it’s the cost.’
The EcoTeams process didn’t always provide people with the guidance they felt they needed to make changes and some participants reported actually being confused by the number of messages about what they should be doing:

‘..sometimes I have these complicated decisions like should I boil a kettle or put a saucepan on the stove, which is going to use the least electricity, should I buy organic apples from New Zealand or locally non-organically produced apples.. and I thought it was going to help me resolve these kind of things.’

‘sometimes I get very frustrated and tied up as to what I should do.’

Maintaining changes
With regards to maintaining actions in the future, 43% of respondents believed that they would be ‘very likely’ to keep up the changes they had made during EcoTeams, with 98% of people giving a positive response to this question (6 or more on a scale of 1-10).

When asked why, a number of common reasons where given:

<table>
<thead>
<tr>
<th>Theme</th>
<th>Number of responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>We have to for the future of the environment</td>
<td>12</td>
</tr>
<tr>
<td>Changes have become a habit</td>
<td>11</td>
</tr>
<tr>
<td>Reinforced existing behaviour</td>
<td>11</td>
</tr>
<tr>
<td>Very committed/ feel very strongly</td>
<td>11</td>
</tr>
<tr>
<td>We have to for children/grandchildren</td>
<td>9</td>
</tr>
<tr>
<td>Changes are relatively easy</td>
<td>8</td>
</tr>
<tr>
<td>Cost savings</td>
<td>8</td>
</tr>
<tr>
<td>More aware now</td>
<td>5</td>
</tr>
<tr>
<td>Easy to incorporate changes to lifestyle</td>
<td>4</td>
</tr>
<tr>
<td>Impressed by impact small changes can have</td>
<td>4</td>
</tr>
</tbody>
</table>
Influencing others
Although it was also noted by some that they could not always ‘make a stance with people’, the focus groups provided evidence that some EcoTeam graduates help to influence other people’s behaviour by ‘nagging’ or encouraging their family and neighbours to take environmentally friendly actions:

‘I have noticed I’ve influenced my daughter in law..she now puts all her recycling into the bins. I think she’s following [my] example, she sees me putting everything in the bins..’

‘My neighbours hadn’t really thought about it [composting] before, but now they are..’

‘I certainly talked about it to family and friends so..the word will spread hopefully..’

‘I try and pass it on to my two children…so you know I’m starting them young.’

Wider social benefits
56% of people agreed or strongly agreed that they had made friends in their neighbourhood as a result of taking part in EcoTeams.

As mentioned previously, the most common answer that respondents gave when asked what they liked about EcoTeams was meeting people and the social element. In particular people seemed to appreciate meeting like-minded people. One focus group member reported making friends through cycling more:

‘I met lots of people on my ride who I didn’t know lived there so that was good.’

Participants were asked if they were inclined to take part in activities in their neighbourhood. Before the programme, 47% of respondents agreed or strongly agreed and this figure increased to 59% after the programme.
During the focus groups, six participants gave examples of how they had gone on to initiate environmental actions in their local community or workplace since taking part in EcoTeams. These actions included establishing a plastics collection for WI members and an office recycling scheme. One focus group member reported:

‘..in some respects it gave us the confidence to go out there and say to people, this is what we’re doing why don’t you do it.’

People also seemed keen to spread the EcoTeams message to other social groups in which they were involved, by organising talks and helping make energy saving changes to local buildings such the church and village hall:

‘All the church leaders had a meeting to discuss what [to do] on the environment…and she [EcoTeam Project Officer] gave the presentation there on present lifestyles so hopefully that will have some spin off effect.’

EcoTeams does seem to inspire some participants to want to take further action beyond their own households. Some focus group members suggested that they regretted not having any support to take further wider action at the end of the programme:

‘what can I do now to change things in a bigger way’

‘immediately after…we wanted to do more.’

Demographics
The majority of respondents to both the before and after survey were female and aged between 41 and 65. Most respondents live with one other person.
The imbalance in gender among EcoTeam participants has always been apparent. One focus group suggested a possible reason for this:

‘..I think back in the household it often is the women who are kind of responsible..because it’s part of you maintaining the house.’

They suggested that promoting other aspects of the programme, such as making financial savings on water and energy, organic gardening/composting, or mending instead of buying new items, might help to attract more men.

**Conclusions**

Feedback on the actual EcoTeams process was generally positive. The format and structure of EcoTeams appear to be working well. Weighing was an issue but the general feeling was that it worthwhile despite being a bit of chore. Certain issues that participants reported not liking are unavoidable, for example, team members that are too talkative. However, there are some issues that could be addressed in terms of content and format:

- Ensuring start times for evening meetings are 7.30, rather than 7.00.
- Reviewing the amount of material covered in each meeting and/or the length of meetings.
- Possibly asking people at the recruitment stage about their level of environmental knowledge to allow people with similar levels of knowledge to be matched.
- Including clearer information or better signposting to information on grants for home improvements.
- If not already covered, tackling some of the areas where people are receiving mixed messages e.g. organic versus local, fair trade versus local/organic.
- Developing an ‘Advanced EcoTeams’ programme for those who are either already doing a lot or have graduated from EcoTeams and want to learn more.

There are also a couple of issues that could be incorporated into promotion of the programme:

- Emphasising aspects of the programme like renewables technology, which might attract more men.
- If not already used, incorporating some of the reasons people gave for recommending EcoTeams to others.
Bearing in mind that very committed EcoTeam participants may have been more inclined to complete the surveys and volunteer for the focus groups, the evaluation does appear to indicate that EcoTeams increases awareness and changes behaviour among participants. The process has helped to highlight some of the areas where EcoTeams appears to be more effective and also areas where participants seem to be more reluctant or face greater barriers to change. This could possibly suggest areas to concentrate on during meetings:

- Keep doing what we’re doing on areas where change was affected – shopping, waste, energy, water saving, household chemicals.
- Review ways of inspiring people on topics where they are finding difficulties changing their behaviour e.g. transport.

At the time of completing the questionnaire, participants appeared committed to maintaining the changes they had made. The focus groups, which were held at least a few months after people had completed the programme, appeared to indicate that at least some of the actions were still taking place. The research project currently being undertaken by the University of East Anglia on behaviour change in EcoTeams participants involves interviewing participants one year after they have completed the programme. This will provide useful information on the long-term effectiveness of the process.

The evaluation highlights Global Action Plan’s ongoing challenge to recruit those people not already committed to change. Many respondents were already interested in environmental issues and were already behaving in an environmentally friendly way to some degree. However, the majority still changed some aspect of their behaviour as a result of taking part or were encouraged to increase or maintain the behaviours they were already doing. Some were motivated to take action in their community. Anecdotal evidence from project officers suggests that alternative models of EcoTeams (in workplaces or in schools) may offer more opportunity for reaching less committed participants. This is something that may need to be explored further.

In terms of wider social benefits, there is also some evidence that the process does provide a social function for participants and in some instances helps to build social connections in an area. It appears that people are likely to take what they have learned into other social groups or settings e.g. organising talks at the WI. Some participants are encouraged to take further environmental action in their areas and there was some indication that further support and guidance from GAP would be appreciated. GAP programme officers in Nottingham are already looking at ways that they can support and provide networks for EcoTeams graduates, but it would appear that this is one area that Global Action Plan could develop further.

**Recommendations for future use of Evaluation Tool**

Involving EcoTeams participants in the design of our evaluation proved to be impractical - the concept may be more suited to smaller-scale projects. However, despite the limitations, the participatory approach and the impact mapping process resulted in the questionnaires capturing information that local authority partners and delivery staff deemed important to the project’s success, rather than just being based on input from GAP managers.

The response rate for the ‘before’ questionnaires was disappointing (1 in 16). However, it appears that this may be partly due to the questionnaires not always being issued rather than a lack of response. Changes to the member of staff responsible for coordinating evaluation possibly meant that programme officers were not reminded of the need to hand the survey out. Officers
also reported difficulties finding an appropriate time to hand out the survey, so that it was often overlooked. This highlights the need to communicate on an on-going basis with delivery staff with regard to evaluation. Although officers were closely involved with the design of the survey, it may have helped to hold more regular interim review meetings.

The section of the ‘before’ survey which explored barriers to environmental behaviour was not completed well. Roughly half of the responses to this section were invalid. Respondents seemed to be confused by the need to rate their responses from 1-5. The format of this section would therefore need to be revised.

Although the response rate for the after survey was much better, feedback from staff suggests that the length and complexity of the questionnaires prevented some people from completing them. The survey took roughly 15-20 minutes to complete and a certain proportion of respondents did appear to be confused by how to fill in the lengthy ‘actions’ table with some only partially completing this section. As with the before survey, with so much material to cover at the final meeting, there were difficulties finding time to fill in the forms. In some instances, participants were given envelopes in which to return their forms. Another possible solution would be to ask respondents to complete the survey on-line via the Survey Monkey website. Although this would obviously limit responses to those with internet access, it would avoid the need to collect responses and would require less staff time - it took approximately 5 days of staff time to input the 210 ‘after’ surveys.

The general consensus seems to be that although the questionnaires provided a good level of detailed feedback they were possibly over-complicated and slightly daunting to complete and making them unsuitable for school children and older people. Some recommendations for improving the survey include:

- Making all questions the same format.
- Make the first question in the survey simpler.
- Moving the ‘Would you recommend EcoTeams..’ question to the end of the survey.
- Using a 1-5 scale rather than 1-10 or Agree/Disagree format.
- Make the barriers section more straightforward – tick boxes rather than rating 1-5.
- Make the actions section simpler – reduce number of columns and number of actions.

In general, the focus groups proved to be a very useful method for exploring issues in more depth and were well attended by participants. However, the incentives and transcription did make it a relatively expensive option. A set of guidelines has been produced for reference when running focus groups in the future.

Resources aside, it would have been interesting to include some follow-up interviews with people that had dropped out of the process to explore their reasons for not continuing. It would also be helpful to carry out some interviews with people that were leafleted or door-stepped but had not taken part to explore their reasons.
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<td>Appendix G</td>
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Appendix A: Participatory Evaluation

Rationale for nef's approach to impact measurement

At the half–day workshop facilitated by nef with GAP staff, a set of principles for an effective and distinctive approach to measuring the impact of the Small Change programme were established. These can be summarised as follows.

Clarifying definitions
It is possible that even projects with an environmental aim may seek to create some form of social or economic change as well. So that we can explore this possibility in this document, it may be helpful to explain the elements of thinking about, making, and measuring this change. Sometimes people find the language of inputs, outputs and outcomes unclear and unintuitive, maybe because of the overlapping syllables. As these terms are used differently by different organisations, we start by setting out some working definitions.

Mission - The reason your organisation exists—usually to create a long-term or broader change. Sometimes mission statements incorporate ‘values,’ or the guidelines an organisation sets for itself about how it wants to behave—or not to behave—in order to accomplish its broader longer term vision for change.

Stakeholders - The people who affect or are affected by the work of your organisation.

Objectives - These are the shorter term (ranging from a few months to several years) ways of meeting the broader, overarching goal, or mission. Some organisations call these ‘strategic goals’ to help them meet their mission and ‘operational objectives’ which have to do with how the organisation functions.

Activities - These are the things an organisation, or some part of the organisation, does to meet some or all of the organisation’s objectives.

Inputs - Resources for an activity, or sometimes the activities themselves

Outputs - These are the direct result of doing the activities. Usually, doing an activity results in something demonstrable or countable right afterwards. While outputs are necessary to create the longer-term change you are looking for, they are not enough by themselves to create that change.

Outcomes - These are the longer term changes that happen for people, communities, the economy or aspects of the natural or built environment that come either wholly or in part as a result of the organisations’ actions.

Impacts - Some people define impacts as ‘the longer term or broader change that happens as a result of the organisation’s actions.’ Other people define these as ‘the outcomes, taking into account a measure of what would have happened anyway.’

Focusing on outcomes and impacts
Recent years have seen a radical change in the thinking on how to measure the effects of environmental projects (particularly in the field of regeneration work) beyond just inputs and outputs such as the number of people involved, number of trees planted or cans recycled.

Important as those numbers are, nef is particularly interested in attempting to tell the story of environmentally-focused work from the point of view of the people who are involved and affected, especially in terms of a project’s effect on local social capital and community well-being. These are often described as the longer-term outcomes, or impacts of a project. For example nef’s Prove It! handbook is about involving local people in counting the important yet difficult-to-measure impacts of projects whose aims go beyond clearing up a community garden to improving people’s quality of life.

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**Being realistic about what you can measure**

The challenge is that improved quality of life is a long-term outcome of a project or programme that is very difficult to measure. The graph below illustrates why it is so difficult. It shows the chronological sequence whereby the inputs of a project or programme turn into outputs and then outcomes, and the level of difficulty in recognising or attributing those outcomes to a particular project.

![Graph illustrating the difficulties in measuring inputs, activities, outputs, and outcomes over time.](image)

Inputs, Activities and Outputs early on in a project cycle tend to be easy to count. (Such as the number of people taking part, or how much money spent setting it up etc). Likewise, some outcomes may be achieved quite quickly, such as a participant who takes part in a programme and as a result makes several new friends. These might appear to the left of the graph. Others though may be very slow, like someone’s feeling that they can make a difference by recycling their waste, or changes in residents’ perceptions of what it is like to live in a neighbourhood. This places them on the extreme right of the diagram. The impacts are harder to define, take more time to manifest (e.g. changes in quality of life or happiness) and so are harder to measure.

As time goes by, it becomes harder to attribute impacts to the programme (and so ‘claim credit’). It also becomes harder to keep in touch with people to find out what is going on. This implies a need for staying in contact with a sample of beneficiaries for at least a year to capture some of the longer-term outcomes, but probably not for more than three years. Because one fundamental aspect of Small Change projects is the establishment of Eco Teams amongst groups of residents, this should be possible within the scope of this evaluation.

**Participation of Stakeholders**

Evaluation is important beyond the justification to a funding body that their money is being well spent. The learning, inspiration and confidence that comes from those responsible or involved in a project knowing that they have, and can, make a difference is as vital to a project’s sustainability as the next funding opportunity.

Those best placed to evaluate and collect data are the stakeholders involved in the project. These can be wide ranging and in the case of a Small Change programme include:

- Members of the participating households (800 is the target across all four areas),
- The wider community not directly involved in the project,
- The project officers, and other GAP management and delivery staff
- Funding bodies (E.g. CRED, East Sussex and Kent County Councils)
- Key partners such as the participating district and borough councils, Southern Water.
- Policy-makers who can learn form this experience, and be encouraged to support more activity (E.g. Other environmental groups, Local Government, DEFRA)
- Existing community groups and networks

To a greater or lesser extent it is these people who are best placed to describe how they will know whether the project has made a difference and who in turn will be best placed to understand the changes that they are observing.
Our experience tells us that as well as demonstrating how certain activities lead to the less tangible outcomes of improved quality of life and well-being, by being participative, evaluation can add value to a project or community by building the capacity of local groups and people involved. The following table summarises the comparison between a conventional approach to evaluation with that favoured by nef.

<table>
<thead>
<tr>
<th></th>
<th>A conventional approach</th>
<th>Approach favoured by nef</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Approach</strong></td>
<td>Top down, predetermined</td>
<td>Participative, adaptive</td>
</tr>
<tr>
<td><strong>Role of local</strong></td>
<td>As respondents and providers of information only</td>
<td>Active involvement in all stages of the evaluation</td>
</tr>
<tr>
<td><strong>stakeholders</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Role of evaluator</strong></td>
<td>Plans, manages and decides on process exclusively</td>
<td>Acts as a facilitator and trainer; democratises evaluation process</td>
</tr>
<tr>
<td><strong>Indicators</strong></td>
<td>Measuring the “easy to count” inputs and outputs</td>
<td>Capturing outcomes and impacts (e.g. on aspects of social capital such as pride, safety, trust and community well-being)</td>
</tr>
<tr>
<td><strong>Rationale</strong></td>
<td>Policing (verification / falsification)</td>
<td>Learning and capacity building</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(encouragement / appreciation / celebration)</td>
</tr>
</tbody>
</table>

**Using a variety of ways to collect data**

In an evaluation, no single method of collecting information will tell you the whole story. Yet when combined, qualitative and quantitative measurement used in a detailed evaluation are complementary and help strengthen a case for causation. The more ways that information can be gathered, the more layers there are to a story, and the better a case can be made that an activity or output has led to a particular outcome.

The following table summarises how qualitative and quantitative approaches to measurement are different.

<table>
<thead>
<tr>
<th></th>
<th>Quantitative</th>
<th>Qualitative</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Typical method</strong></td>
<td>Surveys and sampling</td>
<td>Interview and observation</td>
</tr>
<tr>
<td><strong>Questions they answer</strong></td>
<td>What? How many?</td>
<td>Why? How? What are the unintended consequences?</td>
</tr>
<tr>
<td><strong>Strength</strong></td>
<td>Policymakers like it</td>
<td>Handles complexity</td>
</tr>
<tr>
<td><strong>Weakness</strong></td>
<td>Dry</td>
<td>Messy</td>
</tr>
</tbody>
</table>

But different methods are not only needed to capture different pieces of information; they also provide a check on each other. As one paper put it, 'Changes in relation to [baseline conditions] may be attributable to a range of factors other than the particular intervention being evaluated. The disentangling of these factors is often extremely difficult and explains why it is necessary to draw on a range of measures and indicators that shed light on the same activities from a variety of different angles. This is known as triangulation.'

---

5 Barr, A et al *Monitoring and Evaluation of Community Development in Northern Ireland*, Voluntary Activity Unit, 1996, p26
It is worth noting that for an evaluation of Small Change there are opportunities for stakeholders both to be closely involved in choosing indicators for their particular part of the project (e.g. For their specific Eco Team), and choosing indicators for a comparison across the whole programme. This tension between individual indicators, and being able to aggregate them to tell a story about the bigger picture will re-present itself throughout the early stages of this evaluation. However, the tension is helped to an extent by the fact that when it comes to many of the targets agreed with the funding bodies, there are some non-negotiable numbers that need to be collected relating to measurable quantities of waste and re-use.
Appendix B: Impact Mapping

Global Action Plan and nef

An Impact Mapping Exercise for Small Change South East

Step One: Eight Questions for a Conversation

Read through the following questions and think about the answers you would give for each one.

1) Describe the world in which you are working in terms of the local or wider need that your project is addressing?
2) What are you planning to do as part of this project?
3) What effects do you expect to see straight away?
4) What effects and changes do you expect to see in the future?
5) Where possible, describe the long-term changes for people, the environment or the economy that:
6) Your project will contribute to?
7) Your project will be wholly responsible for?
8) For every immediate effect you identified in 3 above, ask “So what?” or “Why is that important?” (Try and describe precisely how each of the immediate effects will lead to the changes in the future.)
9) For every effect and change you identified in 4 above, ask “So what?” or ”Why is that important?” (Try and describe how the changes will lead to the long-term changes for people, the environment or the economy.)
10) What barriers do you foresee that could prevent any of this happening?

Step Two: Building a Storyboard

Prepare a large sheet of paper (A3 or larger depending on how many people are taking part in the conversation) by reproducing the blank flow chart diagram as in the picture below.

Once you have discussed each question in detail, summarise the answers that you come up with in each of the corresponding numbered boxes on the flow chat. You can do them in any order.
(start with the easy ones). Feel free to add extra comments to boxes as and when ideas occur to you in the conversation.

**Step Three: Impact Mapping – A Defining Moment**

Now have a look at what you have written in each box, and think about each comment in terms of what you would describe as Inputs, Activities, Outputs, Outcomes and Impacts

The definitions in the table below may help you decide which is which.

<table>
<thead>
<tr>
<th>Inputs</th>
<th>Activities</th>
<th>Outputs</th>
<th>Outcomes</th>
<th>Impacts</th>
</tr>
</thead>
<tbody>
<tr>
<td>The resources that you need to manage the project.</td>
<td>The things that you do to effect some sort of change in people, the community, or the environment.</td>
<td>The direct results and beneficiaries. Usually outputs show that certain people receive something, learn something, or take part in something as a result of what you do or how you do it.</td>
<td>Longer-term change. Describe why that output is important, in terms of the implications for, and the effect it has on, a local area or a group of people.</td>
<td>The big-picture change. Consider the changes in the wider world that the work you are doing is contributing to.</td>
</tr>
</tbody>
</table>

E.g. Time, money, staff, other assets (such as a building) etc. E.g. Providing a service, a programme, or a good to people. E.g. Easily countable things, like the number of people involved, or the number of hours of training delivered etc. This is the theory that you will be testing—the link between what you do and the things you care passionately about. This could be in terms of your vision for change in people’s lives, a community, the environment or the local economy.

Clarify which is which by listing the comments under one of the five headings. (We recommend that you draw up a blank version of the table onto a flipchart sheet and fill it in column by column.)

For the comments in each column, decide roughly when they will happen (or when they need to have happened for the project to be a success) and label them NOW, SOON or LATER (or N, S or L) as you think appropriate. You will need to have agreed timescales for “now, soon and later” in order to do this.
Step Four: Ways of Knowing – Identifying Indicators

You should now have at least 2 large sheets of paper on display. One with the completed Storyboard, and the other with five columns listing Inputs, Activities, Outputs, Outcomes and Impacts.

<table>
<thead>
<tr>
<th>Inputs</th>
<th>Activities</th>
<th>Outputs</th>
<th>Outcomes</th>
<th>Impacts</th>
</tr>
</thead>
<tbody>
<tr>
<td>How do you know?</td>
<td>How do you know?</td>
<td>How do you know?</td>
<td>How do you know?</td>
<td>How do you know?</td>
</tr>
</tbody>
</table>

As a first step to choosing and developing indicators (literally: ways of knowing that something has happened or changed) ask yourselves how you will know that a particular activity has successfully produced a particular output, and how will you know that that output has successfully brought about an outcome and so on. Do this for each of the items in each of the columns.

On a third sheet of flipchart paper, make a long list of these “ways of knowing”. This can be the basis for a master list of the things you need to measure in order to be able to tell your story.

For example, here’s a possible “story”. For a training session (activity) to have been a success it needs to have been delivered (output) with a certain number of people attending (output) who gain a new skill (output). They then may successfully apply for a job using their new skill (outcome), or they may find that they are enjoying their current job more (outcome).

This means that they stay in a particular job for longer (outcome), and are able to take on more roles and responsibilities as their confidence grows (outcome). In the long run if this happens for enough people in a neighbourhood there will be a higher proportion of people in employment able to achieve a better quality of life for themselves and their families (impact).

So if we were to make a rough list of the ways we will know that the training has been a success, it might include:

- Training session delivered
- Participants complete the training and gain a qualification
- Participants successfully apply for a job
- Participants happier in their current job
- Participants still enjoying that job in 12 months' time
- Participants talking on new roles and responsibilities in their jobs
- Participants saying that their life is better
- Participants families saying that they have a better life

Some will be easy to count, others will be extremely difficult, or impossible to measure or collect information on. For many of them, you will find that you are collecting information on them already, but you can't cover everything. You'll need to decide what you can feasibly do with the time and resources you have available.
Step Five: What happens next?
You have now completed a comprehensive impact mapping process, and you are now ready to plan the detail of how you will observe, capture and report the changes that you are hoping to see happen as a result of what you project or organisation is doing.

To do this there are a range of ways and means available (Tools, Frameworks, tried and tested indicators). Some you can do yourself, others require research, training, support and advice, but by now you should be in a much better position to know what it is you need, and what your first step should be.

nef
20/4/05
### Appendix C: Example of Storyboard – East Sussex County Council and Lewes District Council (21/04/05)

<table>
<thead>
<tr>
<th>Inputs</th>
<th>Activities</th>
<th>Outputs</th>
<th>Outcomes</th>
<th>Impacts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff: GAP; other orgs</td>
<td>Recruit &amp; deliver (230 households by 2006 in E. Sx)</td>
<td>Number of EcoTeams</td>
<td>Reduced waste &amp; increased recycling</td>
<td>East Sx a better place to live &amp; work</td>
</tr>
<tr>
<td>££s: project funding + in kind funding</td>
<td>Surrounding workshops (nappies &amp; composting)</td>
<td>Number of compost bins, nappies, etc taken up</td>
<td>Diversion of biodegradable waste from landfill</td>
<td>Meet EU targets for waste – no fines</td>
</tr>
<tr>
<td>Materials: eg flyers, resources</td>
<td>Promotion of programme in community</td>
<td>No. of meetings taken place</td>
<td>Less transportation of waste (less CO2 generated)</td>
<td>Changed behaviours &amp; challenged attitudes to consumerism</td>
</tr>
<tr>
<td>Information to support activities eg data on waste</td>
<td>Run evaluation</td>
<td>Data (waste, CO2, etc)</td>
<td>Stakeholders informed, good dialogue process</td>
<td>Proved project and sustained it</td>
</tr>
<tr>
<td>Incentives: goodies to add value to project</td>
<td>Generate reports</td>
<td>Number of press releases, flyers distributed, etc</td>
<td>Information to prove / disprove project hypothesis</td>
<td>Reduced CO2 &amp; climate change</td>
</tr>
<tr>
<td>Community contacts &amp; networks</td>
<td>Celebration</td>
<td>Reports (quarterly, mid-term &amp; final)</td>
<td>Evidence of programme promoted to the community</td>
<td>Get some zealots in the community that will take action for the council on waste, env</td>
</tr>
<tr>
<td>Community goodwill support</td>
<td>Meetings with stakeholders &amp; team meetings</td>
<td>No. of incentives given out</td>
<td>Profile of project raised</td>
<td>Less pressure on the environment</td>
</tr>
<tr>
<td>Give out incentives</td>
<td>No. of people message has spread to</td>
<td>Participants rewarded / celebration</td>
<td>Increased community capacity &amp; cohesion</td>
<td></td>
</tr>
<tr>
<td>Measure waste, CO2, water reductions</td>
<td>Lightbulbs, insulation grants, comm. Waste action grants, water savers</td>
<td>Project had greater impact than only participants</td>
<td>Stronger local economy, more jobs</td>
<td></td>
</tr>
<tr>
<td>No. of community projects started as a result of ETs</td>
<td></td>
<td>Less CO2, more water left, less pressure on envt</td>
<td></td>
<td></td>
</tr>
<tr>
<td>££s saved by council &amp; households</td>
<td></td>
<td>Project delivered</td>
<td>Environment saved!</td>
<td></td>
</tr>
<tr>
<td>££s spent in local economy</td>
<td></td>
<td>Community capacity increased</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Celebration events</td>
<td>Money spent on better things than waste &amp; energy use</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No. of new friends people have made</td>
<td>Stronger local economy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Participation events</td>
<td>Motivated to keep going after programme delivery phase is over</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Improved support network for individuals through new friends</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix D: Pre- and Post Questionnaires

Please take 10 minutes to fill out this questionnaire & bring it along to the next meeting. This survey will help me to plan the topic workshops & make sure that you get the most out of them. Thank you!

1. **How would you rate your understanding of your household’s overall impact on the environment?” (please circle) on a scale of 0 – 10.**

   | Very low | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | Very high |

2. **How would you rate your knowledge of your local councils’ (County / Borough / District) waste & recycling services:**

   | Poor | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | Very high |

3. **How would rate your knowledge of national and local energy saving / energy efficiency programmes?**

   | Very low | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | Very high |

4. **Would you agree or disagree that you feel confident to talk to other people about the environment and environmental issues? (Please tick)**

   | Strongly Disagree | Disagree | Neither Agree or Disagree | Agree | Strongly Agree |

5. **Would you agree or disagree that you are usually inclined to get involved in projects or activities in your neighbourhood.**

   | Strongly Disagree | Disagree | Neither Agree or Disagree | Agree | Strongly Agree |

6. **Do you feel that there are barriers that make it harder for you to be more environmentally friendly in your lifestyle?**

   | Strongly Disagree | Disagree | Neither Agree or Disagree | Agree | Strongly Agree |
7. **What barriers to environmentally friendly behaviour do you personally feel affected by?**

Please pick ONLY the 5 most important factors affecting you personally. Number them from 1 – 5; 1 = most impact, 5 = less impact. There is room to write other barriers in if needed.

<table>
<thead>
<tr>
<th>Barrier (please pick only the 5 most relevant to you)</th>
<th>Rate (1-5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of information about what <em>behaviours</em> are environmentally friendly</td>
<td></td>
</tr>
<tr>
<td>Lack of information about what <em>products</em> are environmentally friendly</td>
<td></td>
</tr>
<tr>
<td>Lack of time to find out information on how to be more environmentally friendly</td>
<td></td>
</tr>
<tr>
<td>There is not enough support from the <strong>national</strong> government to make it easy to be green (eg greener electricity supplies, making green products cheaper compared to polluting ones)</td>
<td></td>
</tr>
<tr>
<td>An environmentally friendly lifestyle would cost too much</td>
<td></td>
</tr>
<tr>
<td>I don’t have enough time to make environmentally friendly changes in my lifestyle</td>
<td></td>
</tr>
<tr>
<td>I would have to change the way I live too much to be environmentally friendly</td>
<td></td>
</tr>
<tr>
<td>My friends or family would think I was strange if I tried to ‘green’ my lifestyle, this puts me off trying</td>
<td></td>
</tr>
<tr>
<td>There seems so much to do to be more green, I don’t know where to start</td>
<td></td>
</tr>
<tr>
<td>The information about the best things to do to be more green is confusing and always changing</td>
<td></td>
</tr>
<tr>
<td>I don’t feel that making changes in my life will help the environment at all</td>
<td></td>
</tr>
<tr>
<td>I don’t see why I should make changes in my lifestyle when hardly anyone else bothers</td>
<td></td>
</tr>
<tr>
<td>I want to be more green, but it is difficult when supermarkets and industry only offer environmentally damaging products.</td>
<td></td>
</tr>
<tr>
<td>I don’t own my own house / flat so I can’t or don’t want to spend money on improvements to make the place more energy efficient.</td>
<td></td>
</tr>
<tr>
<td>Being environmentally friendly involves behaviours that I don’t want to do</td>
<td></td>
</tr>
<tr>
<td>There needs to be tighter laws about what individuals &amp; companies can do in creating pollution and environmental damage</td>
<td></td>
</tr>
<tr>
<td>Other…</td>
<td></td>
</tr>
</tbody>
</table>

8. **What barriers to environmentally friendly behaviour do you feel are most common in your community?** *(Rate 1-5)*

| People in my area don’t seem to care about the environment                                                                                                                                                                                                 |           |
| People in my area do care about the environment, but don’t want to change the way they live                                                                                                                                                                    |           |
| People don’t know enough about what to do to live more environmentally friendly, there needs to be more education from the government & other organisations                                                                                           |           |
| People in my community care about the environment, but feel that it is not their responsibility to do make changes, rather it is up to industry to produce goods that are more environmentally friendly                                    |           |
| They don’t teach it in local schools enough from an early age                                                                                                                                                                                            |           |
| There is not enough support from the **local** government to help its residents to be environmentally friendly                                                                                                                                           |           |
| Other…                                                                                                                                                                                                                                                    |           |
9. **What expectations do you have of the Small Change Programme?**

1. _______________________________________________________________________
   _______________________________________________________________________
   _______________________________________________________________________

2. _______________________________________________________________________
   _______________________________________________________________________
   _______________________________________________________________________

3. _______________________________________________________________________
   _______________________________________________________________________
   _______________________________________________________________________

10. **Are there any specific questions about Waste, Shopping, Energy, Transport, or Water that you would like answered during the programme?**

1. _______________________________________________________________________
   _______________________________________________________________________
   _______________________________________________________________________

2. _______________________________________________________________________
   _______________________________________________________________________
   _______________________________________________________________________

3. _______________________________________________________________________
   _______________________________________________________________________
   _______________________________________________________________________
**Demographics**

Are you: **Male** or **Female** (please circle)

How many people live in your household? ____

Do you live in: (please tick)

- Hastings ___
- Lewes ___
- Thanet ___
- Tonbridge & Malling ___

What is your postcode? ____________

Which of these age groups do you fit into? (please tick)

<table>
<thead>
<tr>
<th>Age Group</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Under 18</td>
<td></td>
</tr>
<tr>
<td>18 – 24</td>
<td></td>
</tr>
<tr>
<td>25 – 40</td>
<td></td>
</tr>
<tr>
<td>41 – 65</td>
<td></td>
</tr>
<tr>
<td>65 +</td>
<td></td>
</tr>
</tbody>
</table>

Thank you very much for your time in completing this questionnaire. Your answers will help to make Small Change a better programme for you and future participants.

All responses are confidential. Individual responses will not be passed on to any other organisations outside of Global Action Plan.
Dear Small Change Graduate, please can you take 15 minutes to fill in this questionnaire, and bring it along to the final meeting. It will help us to improve the programme & it gives you a chance to tell us what you think about it!

**Small Change overall**

1. I would recommend Small Change to people that I know (please tick)

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neither Agree or Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Why?

____________________________________________________________________________________

____________________________________________________________________________________

2. How effective were the workshops in encouraging you to make small changes to your lifestyle? (please circle the relevant number 0-10)

<table>
<thead>
<tr>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not Very effective</td>
<td>Very effective</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. How much support did you have from other people in your household to make changes in your lifestyle? (Please circle on a scale of 0 – 10)

<table>
<thead>
<tr>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>No support at all</td>
<td>A lot of support</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4. In taking part in Small Change, how worthwhile did you find the weighing of waste, and reading energy & water meters?

<table>
<thead>
<tr>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not worthwhile</td>
<td>Very worthwhile</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5. How useful did you find the supporting materials (handbook, guides, flyers, council publications)? (Please circle on a scale of 0 – 10)

<table>
<thead>
<tr>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not at all useful</td>
<td>Very useful</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Which ones were useful in particular?

____________________________________________________________________________________

____________________________________________________________________________________
6. What did you most like about the Small Change workshops?
1. ___________________________________________________________
   ___________________________________________________________
2. ___________________________________________________________
   ___________________________________________________________
3. ___________________________________________________________
   ___________________________________________________________

7. What things did you like least about the Small Change workshops?
1. ___________________________________________________________
   ___________________________________________________________
2. ___________________________________________________________
   ___________________________________________________________
3. ___________________________________________________________
   ___________________________________________________________

8. How could we improve the workshops or other aspects of the programme? (you might want to comment on pace, relevance of exercises, content, timeframe, type of topics covered, ideas for information or activities you think others may enjoy, etc)
9. How would you rate your knowledge of your local councils’ (County / Borough / District) waste & recycling services:

<table>
<thead>
<tr>
<th>Poor</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Poor</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Very low</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
</tr>
</tbody>
</table>

10. How would rate your knowledge of national and local energy saving / energy efficiency programmes?

<table>
<thead>
<tr>
<th>Very low</th>
<th>0</th>
<th>1</th>
<th>2</th>
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<tbody>
<tr>
<td></td>
<td>Very low</td>
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<td>7</td>
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</tr>
</tbody>
</table>

11. How would you rate your understanding of your household’s impact on the environment?

<table>
<thead>
<tr>
<th>Very low</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
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<tbody>
<tr>
<td></td>
<td>Very low</td>
<td>1</td>
<td>2</td>
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<td>6</td>
<td>7</td>
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</table>

In your Neighbourhood

12. I have made new friends in my neighbourhood as a result of taking part in Small Change.

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neither Agree or Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
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</table>

13. Would you agree or disagree that you feel confident to talk to other people about environmental issues.

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neither Agree or Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
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</table>

14. Would you agree or disagree that you are usually inclined to get involved in projects or activities in your neighbourhood.

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neither Agree or Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
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</table>
15. How likely do you think you are to maintain the changes that you have made during Small Change?

0   1   2   3   4   5   6   7   8   9   10
Not at all likely         Very Likely

Why?_______________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________

16. How interested would you be to take further training on some of the topics covered by Small Change?

0   1   2   3   4   5   6   7   8   9   10
Not at all interested        Very interested

17. How interested would you be in learning how to lead Small Change workshops in the community?

0   1   2   3   4   5   6   7   8   9   10
Not at all interested        Very interested

If you are interested learning how to lead Small Change workshops & would like to run some Small Change workshops in your community, please fill in the information below.

Name:
Address:
Contact phone number:
**Actions you have taken**

Which of the following actions have you taken or you intend to take? Please tick the appropriate box in the table.

*If the action is not currently applicable to your household, please indicate why, using the letter in the box: cost (C); space limitations (S); not authorised to make change to house (eg renting) (A); other reason (O).

<table>
<thead>
<tr>
<th>Action</th>
<th>Already doing it before Small Change</th>
<th>Do this action more regularly as a result of Small Change</th>
<th>Started action as a result of Small Change</th>
<th>Plan to take action in future as a result of Small Change</th>
<th>*Not currently applicable to my household. (C); (S); (A); (O)</th>
<th>No plans of doing this action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recycle Household rubbish through doorstep collection</td>
<td></td>
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<tr>
<td>Recycle household rubbish at community ‘bring’ sites</td>
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<tr>
<td>Compost / wormery / etc for kitchen organic waste</td>
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<tr>
<td>Compost for garden waste</td>
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<tr>
<td>Recycle mobile phones, printer cartridges through local collection</td>
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<tr>
<td>Buy products made from recycled materials where possible (eg loo roll)</td>
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<tr>
<td>Buy products that can be recycled over products that cannot</td>
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<tr>
<td>Buy products that have minimal or no packaging over ones that do</td>
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<tr>
<td>Stopped junk mail through MPS or sticker on letter box</td>
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<tr>
<td>Buy produce as locally as possible</td>
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<tr>
<td>Buy organic produce</td>
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<tr>
<td>Buy fair trade / make ethical purchasing decisions</td>
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<tr>
<td>Buy from local / independent shops rather than supermarkets</td>
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<tr>
<td>Have a food box delivered from local supplier</td>
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<tr>
<td>Avoid food produce that is not in season</td>
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<tr>
<td>Action</td>
<td>Already doing it before Small Change</td>
<td>Do this action more regularly as a result of Small Change</td>
<td>Started action as a result of Small Change</td>
<td>Intend to take action in future as a result of Small Change</td>
<td>*Not currently applicable to my household. (C); (S); (A); (O)</td>
<td>No intention of doing this action</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
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<tr>
<td>Joined allotment or started a vegetable patch / grow own herbs</td>
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<tr>
<td>Borrow or rent items rather than buy if item is only needed few times / year</td>
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<tr>
<td>Shopped for 2nd hand goods as alternative to new</td>
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<tr>
<td>Looked up Green / Ethical Shopping guides (eg in the Ecologist magazine, Ethical Consumer magazine)</td>
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<tr>
<td>Energy</td>
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<tr>
<td>Joined a green energy tariff</td>
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<tr>
<td><strong>Lighting &amp; appliances</strong></td>
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<tr>
<td>Installed energy efficient light bulbs</td>
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<tr>
<td>Switch off appliances at the wall when not in use (eg t.v., video)</td>
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<tr>
<td>Replaced old refrigerator / freezer with energy efficient model</td>
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<tr>
<td>Replace old washing machine / dishwasher with energy efficient model</td>
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<tr>
<td><strong>Heating &amp; hot water</strong></td>
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<tr>
<td>Replaced old boiler with energy efficient one</td>
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<tr>
<td>Turn the thermostat down on central heating &amp; hot water to 60°C</td>
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<tr>
<td>Installed thermostats on radiators for better control</td>
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<tr>
<td>Installed solar hot water heating</td>
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<tr>
<td>Ensure immersion heater is timer controlled</td>
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<tr>
<td>Fitted insulation jacket on hot water tank</td>
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<tr>
<td>Fitted insulation / lagging on hot water pipes</td>
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<tr>
<td>Reduce need for heating by putting on a jumper</td>
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<tr>
<td>Only heat 1 or 2 rooms in the house that are used the most</td>
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<tr>
<td>Fitted draught stoppers to doors &amp; windows where it is needed</td>
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<tr>
<td>Installed / increased insulation in roof</td>
<td></td>
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</tr>
<tr>
<td>Action</td>
<td>Already doing it before Small Change</td>
<td>Do this action more regularly as a result of Small Change</td>
<td>Started action as a result of Small Change</td>
<td>Intend to take action in future as a result of Small Change</td>
<td>*Not currently applicable to my household. (C); (S); (A); (O)</td>
<td>Not intention of doing this action</td>
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<tr>
<td>Installed / increased insulation in walls</td>
<td></td>
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<tr>
<td>Fitted double glazing</td>
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<tr>
<td>Installed reflective panels behind radiators on external walls</td>
<td></td>
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<td></td>
</tr>
<tr>
<td><strong>Cooking &amp; refrigeration</strong></td>
<td></td>
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</tr>
<tr>
<td>Ensure lids are on pots to reduce energy required</td>
<td></td>
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<tr>
<td>Only fill kettle with water required.</td>
<td></td>
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<tr>
<td>Keep coils on back of fridge clean &amp; well ventilated</td>
<td></td>
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<tr>
<td>Keep fridge between 3-5 degrees C</td>
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<tr>
<td>Appliances switched off at the wall, not on standby</td>
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</tr>
<tr>
<td>Take a home energy check <a href="http://www.est.org.uk/myhome">www.est.org.uk/myhome</a></td>
<td></td>
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<tr>
<td><strong>Transport</strong></td>
<td></td>
<td></td>
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<tr>
<td>Reduced number of short trips (under 2 miles) taken by car</td>
<td></td>
<td></td>
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<tr>
<td>Increased use of public transport for regular journeys</td>
<td></td>
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<tr>
<td>Car sharing / form a car club</td>
<td></td>
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<tr>
<td>Increased cycling trips</td>
<td></td>
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<tr>
<td>Taken a UK holiday rather than overseas</td>
<td></td>
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<tr>
<td>Used bus or rail for a holiday rather than plane</td>
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<tr>
<td>Will ensure that your next car is fuel efficient or an electric hybrid</td>
<td></td>
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<tr>
<td>Converted diesel car to biodiesel</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Ensure tyres are properly inflated</td>
<td></td>
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<tr>
<td><strong>Water Use</strong></td>
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<tr>
<td>Installed a water meter</td>
<td></td>
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<tr>
<td>Decreased number of baths taken per week</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Only use dishwasher / washing machine when full</td>
<td></td>
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</tr>
<tr>
<td>Turn off taps when cleaning teeth</td>
<td></td>
<td></td>
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<tr>
<td>Keep a jug or watering can next to sink for excess water run when waiting for hot tap to run hot.</td>
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</tr>
<tr>
<td>Action</td>
<td>Already doing it before Small Change</td>
<td>Do this action more regularly as a result of Small Change</td>
<td>Started action as a result of Small Change</td>
<td>Intend to take action in future as a result of Small Change</td>
<td>*Not currently applicable to my household. (C); (S); (A); (O)</td>
<td>No intention of doing this action</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
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<tr>
<td>Fixed dripping tap(s)</td>
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<tr>
<td>Added a hippo or flush saver to toilet cistern in older toilets</td>
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<tr>
<td>In the garden</td>
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<tr>
<td>Water garden less regularly, but more deeply.</td>
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<tr>
<td>Installed a water butt</td>
<td></td>
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<tr>
<td>Increased level of mulch on garden beds</td>
<td></td>
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<tr>
<td>Stopped watering lawn</td>
<td></td>
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<tr>
<td>Cut grass longer to protect from sun</td>
<td></td>
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<tr>
<td>Planted drought tolerant plants</td>
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<tr>
<td>Household Chemicals</td>
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<tr>
<td>Buy enviro friendly cleaning products (laundry powder, dishwash liquid, dishwasher tabs, multipurpose cleaner, etc)</td>
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<tr>
<td>Use natural cleaning alternatives (eg bicarb of soda, lemon juice)</td>
<td></td>
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<tr>
<td>Stopped using ‘anti-bacterial’ products</td>
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<tr>
<td>Stopped using artificial air fresheners (open a window instead!)</td>
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<tr>
<td>Stopped using bleach</td>
<td></td>
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<tr>
<td>Others you have done</td>
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</tbody>
</table>

*If the action is not currently applicable to your household, please indicate why, using the letter in the box: cost (C); space limitations (S); not authorised to make change to house (eg renting) (A); other reason (O).
Demographics

Are you: Male or Female (please circle)

How many people live in your household? ____

Do you live in: (please tick)

- Hastings
- Lewes
- Thanet
- Tonbridge & Malling

What is your postcode? ____________

Which of these age groups do you fit into? (please tick)

- Under 18
- 18 – 24
- 25 – 40
- 41 – 65
- 65 +

Thank you very much for your time in completing this questionnaire. Your answers will help to make Small Change a better programme for future participants.

All responses are confidential. Individual responses will not be passed on to any other organisations outside of Global Action Plan.
APPENDIX E: Questionnaires – notes on data entry

Different versions
An earlier version of the ‘after’ questionnaire was unintentionally completed in some Small Change areas (54 surveys). This version had seven additional questions and two questions that were formatted differently (9 and 10). The responses to these questions were not recorded on Survey Monkey. The number of responses to questions 9 and 10 was subsequently much lower.

Actions
If the respondent ticked both ‘Do already’ and ‘Do more regularly’ for an action, this was recorded as the latter.

Demographics
If the survey was completed by two people in a household (male and female), it was recorded as one response and the gender was alternated. The age group was taken as given.

If the number in household was a range e.g. 2-4 people, the higher figure was recorded.

If no area was ticked, but the location of the team was known (e.g. from the team code), the relevant area was recorded.
APPENDIX F

ECO-TEAMS/ SMALL CHANGE WORKSHOP GUIDE

Let's talk about how you came to be involved in Eco-teams/ small change?
How did you first hear about it?
What interested you?
Was there anything that put you off?
How 'green' would you say you were before you started Eco-teams/ small change? Why?

How did you find the Eco-teams/ small change process?
Thinking back, can you describe your feelings when you went to your first meeting? Were you nervous, or excited etc?

What was your eco-team like?
Did you learn more from the facilitators or more from the group?
Did the group seem to get along well?
Did you feel comfortable sharing ideas etc?
Did you trust the advice of others in your group? Why?
How important was the knowledge of the facilitator? Could you have facilitated the meetings yourself?
How did you feel about measuring? Was it beneficial?
What was your favourite session?
Were there any sessions that you felt were less useful? Why?

What kind of changes were made as a result of Eco-teams/ small change?
What kinds of environmentally friendly things did you do before participating in eco-teams/ small change?
What kinds of things might you be doing now, after eco-teams/ small change that you wouldn't have done before?

Do you do environmentally friendly things differently as a result of eco-teams/ small change? How?

Why did you do environmentally friendly things before participating in eco-teams/ small change?
Have your reasons for environmentally friendly action changed? Why?

What barriers do Eco-team members face to making changes?
Was there anything that you would have liked to have done, but could not?

What steps did you have to take in your home to make these changes?

What about slipping back into old habits? Is it harder to keep these things up now that Eco-teams/ small change is over?

Does eco-teams/ small change lead to long term change?
Of the things that you started doing in Eco-teams/ small change - what actions do you plan to keep doing indefinitely?

Are you 'greener' now than before as a result of participating in Eco-teams/ small change? Why?

Wider benefits
Apart from learning about how to live in a more environmentally friendly way, what other benefits did you gain from taking part in EcoTeams?
APPENDIX G

Guidelines for Focus Groups

Planning
The size of the focus group should ideally be around 8-10 people. It's a good idea to invite 10 to allow for drop out. When booking a venue, think about whether it is somewhere that participants will feel comfortable – somewhere local and un-intimidating. Be sure to always use a quiet room with few distractions and arrange people in a circle (possibly around a table). It’s a good idea to confirm attendance in writing and send a reminder if necessary with background information prior to the meeting. If recruitment is an issue, gift vouchers (up to £20-30) might be considered.

Practicalities
The session should ideally be no longer than an hour and a half. You should aim to have a short break mid-way to allow people to get refreshments. You may find it useful to keep a small clock next to you, so not to have to look at your watch when people are speaking – let people know why the clock is there and not to be insulted if you refer to it.

If possible, the groups should be lead by two people – one to lead and one to take notes. If resources allow, taping the session and transcribing the responses is preferable to just taking notes, although you will probably still want to take notes to help. If taping is not possible you will need another person taking notes. You may find that noting responses on a flipchart/whiteboard can encourage discussion.

Introduction
Prepare an introduction script explaining the purpose of the day, how the session will be run and any health and safety regulations (if relevant). If taping the session, you should make sure you have everyone’s permission and explain that responses will not be attributed to individuals. You may want to give people some personal background to make people more at ease and open for conversation. If appropriate, ask the participants to introduce themselves and use name badges. If taping, asking people to put up their hands before they speak will allow you to mention their name for reference purposes.

Topic guide
Prepare a topic guide – ideally around five or six key questions and no more than ten. These questions should be used as a guide to casually steer the discussion and not as a rigid list of questions to be read out in succession. Start on an issue that people are likely to have strong feelings about and are familiar with. Most importantly, all questions you ask should be open and neutral. You should encourage free-flowing discussion around the relevant issues. Use open-ended questions (who, what, when, how and why). Let participants know their contributions are valuable (both through what you say and also your body language). It’s also important to be aware of participants' energy and concentration levels and provide short breaks if necessary.
Keeping on track
It may be necessary to step in and keep the session on-track:
- If one participant tries to dominate the session, you can try suggesting that each person speak in turn
- Avoid personal confrontation - allow the group to police itself (e.g. "do others in the group agree?")
- Respect someone’s right to be quiet, but do give them a chance to share their ideas 1-to-1 (e.g. during a break)

Finishing off
If possible, it’s a good idea to end the session with a forward thinking question e.g. ‘if you had one message to give people about EcoTeams, what would it be?’ You should try to wind-up the session by stressing all that has been achieved and casting the session in a positive light.
Soil Association organic food survey

Thank you for making time to help with this questionnaire.

The Soil Association is working to understand choices people make about food. Your responses to this questionnaire will support this Soil Association research. We are interested in what food you buy, where you buy it and why you choose it. This will help with our work in encouraging people to buy and eat the best food available.

Your answers will be anonymous and confidential. There are no correct answers, so please be honest with your answers - it isn’t a competition! Please return your form by post to Action Organic, Soil Association, FREEPOST BS4456, Bristol, BS1 6ZY, or email to localgroups@soilassociation.org

In order to look at how consumer behaviour may change over time, we will ask the same groups of people to repeat the questionnaire in one year’s time. The results of the surveys will be available to participants.

[missing, or no response = Code 99]

Q1. Please tick the box that best describes you
- I am part of a local organic group. [1]
- I know someone in a local organic group [2]
- I have no contact with a local organic group [3]

1a) If yes, please estimate how long you have been involved [no.]

Q2. Contact with a local group has increased the amount of organic food I eat:
- A great deal [1]
- Quite a lot [2]
- Slightly [3]
- Not at all [4]
- I have no contact with a local group [5]

Q3. On a scale of 1 to 5 (1 being totally disagree and 5 being totally agree) please rate the following statements

<table>
<thead>
<tr>
<th>1 - 5</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Information in the media (newspapers, TV) has influenced my food purchasing</td>
<td>[no. as listed]</td>
</tr>
<tr>
<td>b) Discussions with my friends/family have influenced my food purchasing</td>
<td>“</td>
</tr>
<tr>
<td>c) Having a child has influenced my food purchasing</td>
<td>“</td>
</tr>
<tr>
<td>d) Illness has influenced my food purchasing</td>
<td>“</td>
</tr>
<tr>
<td>e) A change in income has influenced my food purchasing</td>
<td>“</td>
</tr>
<tr>
<td>f) Being part of a local organic group has influenced my food purchasing</td>
<td>“</td>
</tr>
<tr>
<td>g) What other factors influence your food purchasing behaviour? Please specify [text]</td>
<td></td>
</tr>
</tbody>
</table>
4. Roughly how much do you spend each week on organic food?

£ [amount]

5. Roughly how much do you spend each week on non-organic food?

£ [amount]

6. Roughly what percentage of organic food do you buy from the following outlets?

<table>
<thead>
<tr>
<th>Outlet</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Supermarkets</td>
<td>%</td>
</tr>
<tr>
<td>b) Local shop</td>
<td>&quot;</td>
</tr>
<tr>
<td>c) Health/wholefood shop</td>
<td>&quot;</td>
</tr>
<tr>
<td>d) Farm shop</td>
<td>&quot;</td>
</tr>
<tr>
<td>e) Box scheme</td>
<td>&quot;</td>
</tr>
<tr>
<td>f) Farmers market</td>
<td>&quot;</td>
</tr>
<tr>
<td>g) Online/internet</td>
<td>&quot;</td>
</tr>
<tr>
<td>h) Other (please specify)</td>
<td>[text + %age]</td>
</tr>
</tbody>
</table>

7. How old are you?

<table>
<thead>
<tr>
<th>Age Group</th>
<th>Option</th>
</tr>
</thead>
<tbody>
<tr>
<td>18 - 25</td>
<td>[1]</td>
</tr>
<tr>
<td>25 - 35</td>
<td>[2]</td>
</tr>
<tr>
<td>35 - 45</td>
<td>[3]</td>
</tr>
<tr>
<td>45 - 55</td>
<td>[4]</td>
</tr>
<tr>
<td>55 - 65</td>
<td>[5]</td>
</tr>
<tr>
<td>Over 65</td>
<td>[6]</td>
</tr>
</tbody>
</table>

8. Do you have children at home under 18 years old?

   | Option |
|--------|--------|
| Yes    | [1]    |
| No     | [2]    |

9. Are you:

<table>
<thead>
<tr>
<th>Option</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
</tr>
<tr>
<td>Female</td>
</tr>
</tbody>
</table>

10. What is your household income?

<table>
<thead>
<tr>
<th>Income Range</th>
<th>Option</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than £15,000</td>
<td>[1]</td>
</tr>
<tr>
<td>£15,000 – 25,000</td>
<td>[2]</td>
</tr>
<tr>
<td>£25,000 – 40,000</td>
<td>[3]</td>
</tr>
<tr>
<td>£40,000 - £60,000</td>
<td>[4]</td>
</tr>
<tr>
<td>£60,000 - £100,000</td>
<td>[5]</td>
</tr>
<tr>
<td>More than £100,000</td>
<td>[7]</td>
</tr>
</tbody>
</table>

Thank you for completing this survey. Please now return this to:

Action Organic*
Soil Association
FREEPOST BS4456
40-56 Victoria Street
Bristol BS1 6BY

*Action Organic is a three-year Soil Association project established to enable members and supporters of our aims and principles to make a difference locally. The project is supported by Defra's Environmental Action Fund. EAF funds projects that are influencing consumption patterns within communities in England to help them become more sustainable, and Defra is particularly interested in how these projects...
| Question | 1 | 1a | 2 | 3a | 3b | 3c | 3d | 3e | 3f | 3g | 4 | 5 | 6a | 6b | 6c | 6d | 6e | 6f | 6g | 6h | 7 | 8 | 9 | 10 | Source |
|----------|---|----|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|      |
| Respondent 1 |   |    |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |      |
| Respondent 2 |   |    |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |      |
| Respondent 3 |   |    |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |      |
| Respondent 4 |   |    |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |      |
| Respondent 5 |   |    |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |      |
| Respondent 6 |   |    |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |      |
| Respondent 7 |   |    |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |      |
| Respondent 8 |   |    |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |      |
| Respondent 9 |   |    |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |      |
| Respondent 10 |   |    |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |      |

missing, or no response = Code 99
Community Choices for Sustainable Living
Mid Term Evaluation

1. Introduction

The interaction between people and the environment has come under increasing scrutiny in recent years, not least because of the ever-growing bank of evidence to suggest climate change is a very real and very serious concern. It is clear that we have been over exploiting both the source and the sink functions of the natural environment and as such cannot sustain in the long term certain lifestyle patterns. Therefore in order to maintain both an environment in which we can survive and the living standards that we have come to expect efforts need to be made in the present to change unsustainable habits to sustainable ones.

In this context the Defra funded Community Choices for Sustainable Living project aims to facilitate behaviour change in terms of the day-to-day choices people make, from waste habits to energy production choices. It will do this by equipping people with the tools necessary to initiate change through the provision of information, advice, support, training and motivation.

The Community Choices for Sustainable Living (CCSL) project is running across 3 counties in the South West region (Somerset, Dorset, and Devon) and has four partners: Somerset Trust for Sustainable Development, Devon Sustainable Building Initiative, Dorset Agenda 21, and Project Genesis at Somerset College of Arts and Technology. It is trying to develop capacity in communities by engaging volunteers to be advocates and champions of sustainable living. It is hoped this will have a direct benefit in terms of changes in consumption patterns but will also provide a group of well-informed and confident supporters. There is a focus on assisting action in the home as the decisions taken in the home (including choices about travel to work or school and the food that people buy) directly effect energy and resource use.

The objectives of the project are to:

1. Inspire and motivate families to choose sustainable lifestyles by promoting accessible real-life examples of sustainable living;

2. Provide locally specific information about the practicalities of sustainable living in a local area on the main aspects of sustainable household consumption;

3. Develop local action groups and consumer clubs covering food, travel, energy and home improvements by recruiting and supporting volunteers to act as community champions;

4. Review and develop approaches to promoting sustainable living in the community by using volunteers and project workers to support community action and facilitate sustainable consumer clubs.

The project is of 3 years duration, of which one and a half have so far elapsed. Project targets relate to recruitment of individuals to act as catalysts and champions within their communities, working with existing structured groups such as the WI or Friends of the Earth, creating new action or ‘consumer’ groups with a sustainability focus, and providing training and information through case study visits and specific training events.
Project activities and methods used to try and achieve this include:

- In house telephone advice;
- Advice in person;
- Publication of articles relating to the project;
- Website;
- Web based forum;
- Case study visits;
- Talks and information evenings and seminars
- Stall presence at events;
- Provision of information resources including 'The Green Score Card' and various tip sheets;
- Running training courses i.e. Make Mine an Eco-Home;
- Homes for Good Exhibition.

So far the project is meeting the targets associated with the objectives and it can therefore be assumed the methods of engagement listed here are effective. However, in order to make better use of limited time and to gain a better understanding of the nature of behaviour change it is important to evaluate the processes involved in the project as well as the final outcomes. This assessment was carried out therefore, not to determine the progress of the project in relation to targets, but to assess the success of the processes involved and methods adopted in order to inform the remainder of the project and any future attempts to initiate behaviour change in the general public in the area of sustainable living.

2. Aim and Objectives of Evaluation

**Aim:** To identify the nature and magnitude of impact from the CCSL project to date, and to define in what ways it could improve this over the coming year and a half.

**Objectives:**

1. To determine who the CCSL project has managed to engage, in terms of demographic and existing tendencies;
2. To determine what, if anything, motivates those people identified above to behave in an environmentally conscious way;
3. To determine what 'green' behaviour patterns people have already adopted and those which have been adopted over the last year;
4. To determine how CCSL has supported and influenced people over the last year, which methods have been successful and which not, and what resources might be useful in the future.

3. Evaluation Methodology

As the research was trying to gain specific information from a large number of people in as short a time as possible a structured questionnaire that required no assistance in completion was used. The questionnaire was designed to meet the stated objectives, with some degree of triangulation built in to the questions and was based heavily on previous questionnaires of a similar nature used by Exeter University.
The questionnaire was sent to all people on the CCSL database. This encompassed those with whom the project has been working closely (in getting projects off the ground), those who have made CCSL related enquiries to the office or at events, those who completed a ‘pledge’ (one of the project activities), and those who have completed and returned a “green score card” (one of the project’s resources). Therefore the questionnaire reached people with varying degrees of contact with the project, the majority being a lesser degree. It contained a cover sheet that gave an introduction to the survey and its purpose and was sent by e-mail when possible or in the post with a return address label and stamp when not.

In total the questionnaire was sent to 450 people, the majority of whom reside in Somerset (it is possible a similar survey will be carried in Dorset and Devon), and generated 119 returns, so had the extremely good return rate for a postal survey of 26.5%. The high return rate is likely to be attributable to the subject area of the questionnaire, with sustainability and in particular climate change being high profile issues at present, and the demonstrated predisposition (through involvement with the project) of those contacted to sustainability related action and research.

4. Results and Analysis

4.1 About Respondents

Figure 1 shows that CCSL has engaged a range of age groups, with 56-65 being the most extensively reached and making up over one third of respondents. It also highlights that there is very low representation in the lower two age ranges, with a total of 4 people aged 35 and under responding to the questionnaire. However, if it is accepted that the project is highly unlikely to engage anyone not yet considered an adult and therefore is only looking at the population aged 18 and over despite the obvious disparities in representation between young and old the age profile of those engaged by the project comes close to being a representative sample of the age profile of the population of Somerset as a whole when compared to the information collated for the 2003 Somerset Community Profile, if it is accepted that the project is highly unlikely to engage anyone not yet considered an adult and therefore is only looking at the population aged 18 and over.

Firstly, there is a higher than average number of people aged 50 and over in Somerset and according to figures from the 2001 census the largest single age band in the county is 50-54. Since the CCSL survey was carried out in 2006 it follows that in the last five years the largest single age band has moved up to 55-59 and therefore it is reasonable to presume that the high numbers of 56-65 year olds engaged by the CCSL project is in part simply a reflection of the local demographic. Indeed, the second highest age band in the 2001 census was 35-39, which may explain the 36-45 year old peak in CCSL contacts.

Secondly, Somerset has a lower than average number of peoples aged 20 to 49, and a particularly low number of 20-29 year olds (thought to be primarily due to the lack of higher education institutes, leading to a mass migration of young people of university age who rarely return to the county immediately following their studies). This deficit alone however is not pronounced enough to account for the very low numbers of young people reached by the project relative to older people.
There may be a number of secondary causes for the low representation of young people; it could be for example that:

- The methods used for engagement appeal more to the upper than lower age ranges;
- Young adults feel less able to change their habits or situation than older adults due to lack of financial, job, or residential security/stability and are therefore less likely to take advantage of the project;
- There is a lack of awareness among younger people about environmental problems or, conversely,
Young people are already very active and therefore do not require this project, or;
A combination of all or some of the above.

Of note, and again referring to the 2003 Somerset Community Profile, is that Somerset has a lower than national average annual income, and has experienced a higher than national average increase in house prices. It is likely therefore that the lack of representation in the CCSL project of lower age groups is for a large part due to a combination of relatively few young people in the county in the first place, and a reduced capacity and desire of those left in the county to initiate change due to a lack of financial and residential security in the second place. This is not to rule out the influence of other factors however.

Figure 2 shows the CCSL project has so far engaged a much higher percentage of females than males. Unlike the age profile of those the project has come into contact with, the local demographic cannot explain the disparity between males and females involved in CCSL as there is no marked difference in the population of the genders across the county. However, working hours and the likelihood of being an unpaid home worker (caring for children, elderly parents or simply the home) may well be able to, as table 1, taken from the Somerset Community Profile (2003) demonstrates.

Further to the figures presented in table 1 it is relevant that over 50% of men in paid employment work 38-48 hours a week, compared to 25% of women, and 26% of men in full time employment work 49 or more hours a week compared to 7% of women. Although it is not suggested that not actually being in the work place means a person is any less busy it is possible that the higher proportion of 'free' time available to women and so the larger amount of time they have to spend on their home and participating in the community, coupled with the perception that changing to a more sustainable lifestyle and engaging in community action is time consuming, may well account for the higher proportion of women attracted by the CCSL project than men.

Table 1. Percentage of all 16-74 year olds in various types of employment

<table>
<thead>
<tr>
<th>Part time employment</th>
<th>Full time employment</th>
<th>Self employment</th>
<th>Looking after home/family</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>M</td>
<td>F</td>
<td>M</td>
</tr>
<tr>
<td>South West</td>
<td>3</td>
<td>20</td>
<td>51</td>
</tr>
<tr>
<td>Somerset</td>
<td>4</td>
<td>23</td>
<td>51</td>
</tr>
</tbody>
</table>

Figure 3 shows that three quarters of the people involved in the CCSL project have only 1 or 2 people living in their homes, this may be because of the higher age range engaged and so any children having already left home, it is also typical of the national trend in living arrangements, with an increasing number of people choosing to live either on their own or just with their partner. However, there is some inconsistency in that the average number of people per household in the CCSL sample (2.22) is lower than the average for Somerset (2.31), which is in turn lower than the national average (2.36). We have no way of knowing what is causing this difference, other than to say the people who enter into the project from any of the age groups are likely to be those with the most time on their hands and this implies a lack of dependants, both children and those that need special care such as elderly relatives.

Encouragingly, especially given the rural nature of most of Somerset and its surround, figure 4 shows 90% of respondents have two cars or less per household,
with 13% of respondents having no car at all. This demonstrates that, contrary to
general opinion, there is a marked divergence between numbers of people and
numbers of cars i.e. not every person in every household has or needs a car.
However, we have no way of knowing what percentage of this divergence is
attributable to inability to drive due to age or disability.

Figure 5 shows that the vast majority of respondents are home owner-occupiers as
opposed to any other arrangement; this is consistent with Somerset’s current profile.
Figure 6 shows that most people reside in detached houses and this, along with the
lack of high rise buildings in Somerset, serves to explain the high proportion of
respondents with a garden (table 2) as most detached houses come with a garden.

Table 2 confirms that government efforts to promote and facilitate recycling have
been very effective widely utilised, with few respondents lacking a kerbside collection
and a large number of them making efforts to recycle even prior to the provision of a
kerbside collection. Figure 7 also demonstrates that respondents are already in
‘green’ habits with 56% of those who the question was relevant to always using
reusable nappies.

One aspect of respondent profile that the questionnaire did not account for is income
and social need. Given the areas of Somerset the responses have come from it is
doubtful that the project is engaging a proportional number of people considered to
be in social need as those that are not. If this is the case it is possibly to be expected
given that some might define concerns about the environment as being the privilege
of the well off. It is also not deemed a short fall of the project as there are other
projects and funding streams, such as sure start and fuel poverty campaigns, that
are better equipped in terms of knowledge and time to engage lower income groups
on environmental issues. These kinds of project tend to approach issues from a
health and well being or financial perspective, with the aim being social inclusion,
and are far more likely to have an impact in ‘deprived’ areas than CCSL coming from
a predominantly environmental perspective.
Figure 3. Distribution of Household Residents Among Respondents

Figure 4. Distribution of Vehicle Numbers Per Respondent Household

Home Circumstances

- Owner-occupier: 120
- Private tenant: 10
- Council/Housing association tenant: 5
- Living with parents: 2

Figure 5. Home Tenure Circumstances of Respondents

Home Type

- Detached: 60%
- Semi detached: 21%
- Terrace or flat: 19%

Figure 6. Classification of Homes of Respondents
### Table 2. Summary of Subsidiary Information

<table>
<thead>
<tr>
<th></th>
<th>% YES</th>
<th>% NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have kerbside collection for recycling</td>
<td>90</td>
<td>10</td>
</tr>
<tr>
<td>I recycled prior to the kerbside collection</td>
<td>87</td>
<td>10</td>
</tr>
<tr>
<td>I have a water meter</td>
<td>45</td>
<td>55</td>
</tr>
<tr>
<td>I have a garden</td>
<td>92</td>
<td>6</td>
</tr>
</tbody>
</table>

#### Figure 7. The Use of Reusable Nappies Among Relevant Respondents

#### 4.2 Motivation

Figure 8 with associated table shows to what degree respondents agreed or disagreed with various statements relating to the environment and sustainable living. The percentage of respondents who expressed each degree of agreement is shown by the y axis.

Several points are worth note:

1. There are only three statements with which the majority of respondents disagreed to some degree, 3, 11, and 13 and statements 3, 11, and 13 are the only three presented that have ‘anti-sustainability’ connotations;
2. Statement 10 is the only one with which 100% of respondents agreed and the one key to the CCSL projects success – without belief that individual action can make a difference individuals will not act;
3. Statements 8, 9 and 12 were also strongly agreed with, demonstrating respondent’s recognition of certain key messages (our individual impact on
climate change, the potential economic benefits of more sustainable choices, and the extreme importance of natural resources to our survival).

It is clear that the majority of respondents appear to already have a well-developed environmental conscience and good understanding of core issues. This result suggests that, as might be expected, the CCSL project attracts those already aware of environmental and sustainability issues. Responses to the statements presented to them show that most respondents are influenced by concerns over a combination of image, personal and family well-being, economics, and social conscience and this information is relevant for the marketing of sustainable lifestyles in the future.

### Agreement with Statements on Behaviour

<table>
<thead>
<tr>
<th>Number</th>
<th>Corresponding Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Most of my neighbours and friends are environmentally friendly</td>
</tr>
<tr>
<td>2</td>
<td>When I see other people around me helping the environment I feel I should do so as well</td>
</tr>
<tr>
<td>3</td>
<td>Everyone has the right to use natural resources according to their own demand</td>
</tr>
<tr>
<td>4</td>
<td>Environmental problems caused by over-use of resources are a threat to me and my family</td>
</tr>
<tr>
<td>5</td>
<td>I like people to think of me as environmentally friendly</td>
</tr>
<tr>
<td>6</td>
<td>It makes me feel good when I do something to help the environment, such as reusing or recycling things</td>
</tr>
<tr>
<td>7</td>
<td>I find helping the environment is convenient</td>
</tr>
<tr>
<td>8</td>
<td>Energy saving in the home helps reduce global warming</td>
</tr>
<tr>
<td>9</td>
<td>It makes good economic sense to help the environment</td>
</tr>
<tr>
<td>10</td>
<td>Each person’s behaviour can have a positive effect on society and the environment</td>
</tr>
<tr>
<td>11</td>
<td>Most people I know don’t do much to help the environment</td>
</tr>
<tr>
<td>12</td>
<td>I consider resources such as water and energy to be a necessity to life</td>
</tr>
<tr>
<td>13</td>
<td>I should not be limited in my use of water and energy</td>
</tr>
</tbody>
</table>

**Figure 8. Level of Agreement with Presented Statements by Respondents and the Statements to which they Refer**
4.3. Behaviour

Figure 9 and associated table relate to a series of behaviour statements that were presented to respondents, to which they could respond either that they had started the activity in the last year or that they have been carrying out the activity prior to the last year. There was no option given for not carrying out the activity and so the number of responses (or rather, where they are missing) is assumed to correspond to this, i.e. activities 8, 11, and 19 have a very low response rate and therefore it is assumed that the majority of respondents do not: reuse scrap paper, reduce the number of baths or showers they take, or turn the water off whilst soaping up in the bath or shower. It could be that these highlight areas of behaviour change that people find difficult, unacceptable, or at the present time think are unnecessary.

The majority of respondents do however engage in the majority of activities presented and furthermore most of them have been carrying out these activities for over a year now.

Figure 10 and associated table relate to a series of behaviour statements presented to respondents to, which they could say they either do or do not do. There is no clear reason as to why there is such a low response rate to statement 1 – I use my own bag when going shopping, rather than one provided by the shop – and so it is assumed this is an anomaly most probably due to some aspect of questionnaire layout. There are only two activities where over 50% of respondents said they did not do it, these are 15 and 18 – I have a water saving device in my toilet, I buy plants that require less water. There are two activities for which 40-50% of respondents answered don’t do, these are 6 and 7 – I buy toilet roll made from recycled paper, I buy recycled writing paper.

Combined these two sets of questions show clearly that the majority of respondents are already behaving in a sustainable way, in that they have adopted most of these fairly simple and low cost behaviour patterns. This is perhaps not surprising given the nature of the CCSL project. Some care should be taken however in taking a positive response on a questionnaire to be a certain indication of behaviour as it is common for people to alter their responses (knowingly or not) in any survey, either to fit what they think people want to hear or to appear as they would like to be perceived. The results of the motivational section showed that respondents are influenced by people's opinion of them and that they like to be seen as 'green' therefore it is a possibility that some responses are interpretations of a truth. This is not to say the answers should not be believed or given no credence, just the possibility that they may be slightly misleading in the direction of positive behaviour (in terms of sustainability) be born in mind.

An interesting aspect of these results is that 4 of the 7 activities that have the lowest adoption rate relate to water conservation, and the remaining 3 relate to paper. It could well be that the messages associated with water saving and paper reuse and purchase are not being heard, the reasons for them are not clear, or they are not perceived as important as other messages such as direct energy saving. Of course it could equally be that these particular activities are simply not relevant to a lot of respondents or are not considered feasible. Given that there were other habits presented that refer to water saving and to reuse, recycling and purchasing patterns that generated high levels of positive response it is difficult to say with any certainty that the low adoption rates of these particular habits relates to the messages not
being clear or not being perceived as important. It is far more likely that these specific activities are not considered to be **acceptable, applicable, or accessible** for some reason.

![Changes in Green Activity](image)

<table>
<thead>
<tr>
<th>Number</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I reduce the heating in rooms that aren’t being used</td>
</tr>
<tr>
<td>2</td>
<td>I reduce the hot water temperature whenever I can</td>
</tr>
<tr>
<td>3</td>
<td>I save water in the bathroom by taking a shower or only filling the bath half way up</td>
</tr>
<tr>
<td>4</td>
<td>I try to reduce the number of times I flush the toilet</td>
</tr>
<tr>
<td>5</td>
<td>I use environmentally friendly detergents if possible</td>
</tr>
<tr>
<td>6</td>
<td>I avoid products in aerosol containers</td>
</tr>
<tr>
<td>7</td>
<td>I reuse glass bottles a jars (e.g. for storing items)</td>
</tr>
<tr>
<td>8</td>
<td>I reuse scrap paper (e.g. for writing notes)</td>
</tr>
<tr>
<td>9</td>
<td>I wait until I have a full load before putting on the washing machine</td>
</tr>
<tr>
<td>10</td>
<td>I put on an extra layer of clothing before turning up the heating</td>
</tr>
<tr>
<td>11</td>
<td>I reduce the number of times I take showers and baths</td>
</tr>
<tr>
<td>12</td>
<td>I turn off the tap whilst cleaning my teeth</td>
</tr>
<tr>
<td>13</td>
<td>I buy organic produce whenever possible</td>
</tr>
<tr>
<td>14</td>
<td>I take old clothes to charity shops</td>
</tr>
<tr>
<td>15</td>
<td>I donate old items to charity (e.g. furniture)</td>
</tr>
<tr>
<td>16</td>
<td>I switch off lights in unoccupied rooms</td>
</tr>
<tr>
<td>17</td>
<td>I keep the heating as low as possible to save energy</td>
</tr>
<tr>
<td>18</td>
<td>I avoid keeping the tap running when washing dishes</td>
</tr>
<tr>
<td>19</td>
<td>I turn off the water when soaping up in the bath or shower</td>
</tr>
<tr>
<td>20</td>
<td>I buy produce with as little packaging as possible</td>
</tr>
</tbody>
</table>

**Figure 9. Adoption of Sustainable Living Practices by Respondents and the Practices to which it Refers**
Figure 10. Adoption of Sustainable Living Practices by Respondents and the Practices to which it Refers
4.4 CCSL Role

Quality of Support

Figure 11. Perceived Quality of CCSL Resources and Support To Date

Figure 11 shows quite clearly that thus far people involved in the project have not been extensively using the resources available to them. The low uptake of resources could be to do with the degree of contact had with the majority of people answering the questionnaire. As was alluded to in section 3, most of the people on the CCSL database have only had limited contact with the project, for example through signing a pledge or making an enquiry at an event, and therefore are probably either unaware of or uninterested in the resources on offer. Figure 12 would suggest the later of these two to be applicable given the low amount of interest shown in new resources, with only one suggestion generating an over 50% positive response. However, there is also the possibility that the resources on offer are not meeting the needs of those engaged by the project, by being too simplistic, too in depth, in the wrong subject areas, or in the right subject areas but with the wrong focus. As the questionnaire established that most people involved in the project are already aware of and carrying out base level sustainable living practices, and so far the project has offered little in terms of more in depth advice, it may well be that thus far the project has been too simplistic in the resources and support mechanisms it offers.

Figure 11 also shows quite clearly though that those who have picked up and used the materials, attended events, and utilised the support mechanisms, have for the most part been satisfied with their quality. Given that these are likely to be the people with which the project is working more closely and who are trying to achieve something within their communities this positive response is an encouraging sign that the resources offered are indeed set at the right pitch and are useable. It would however still be worth knowing, where criticisms have been made, what the reasons for them are in order to address issues raised and to pick up reasons if there are any (other than lack of interest) for the low pick up rate.
Figure 12 and associated table show that although there is not an overwhelming call for the new resources suggested they have for the most part generated a 30-40% positive response rate, similar to that of resources such as the green score card and existing tip sheets. This suggests that those people engaged at this level are interested in more resources. Some of the proposed options have even generated interest extra to the core set of people, such as more tip sheets, which nearly 60% of respondents would be interested in. The next most popular ideas are a web based products directory and an e-newsletter. These responses highlight the importance of and need for providing applied and reliable information and advice and of creating a supportive and ideas sharing network of activists. Both of which the project has made good progress in and therefore confirms CCSL is focusing appropriately, filling a gap, and proving valuable.

However, the problem associated with a closed and structured questionnaire is the lack of opportunity for respondents to add their own ideas or further comment to certain responses. Given the relatively low uptake of resources currently on offer, and the low demand for knew resources, although the project is restricted by its own
resources and therefore is to a degree constrained in what it can provide, it would be useful to have an open dialogue with project participants in what their needs are and what sort of resources or interaction they would find most useful. It may well be that there are some people with whom the project comes in contact that will simply never engage on a more in depth level no matter what the project offered, but at least a consolatory process would clarify this.

5. Conclusions and Recommendations

This evaluation was designed to assess the impact of the CCSL project thus far by asking those who have been involved both about themselves (their circumstances, philosophies, and their behaviour) and about their use of and opinion on CCSL resources.

It was found that the project has engaged a representative sample of the population of Somerset in terms of ages and home circumstances, but it is not known (and is thought doubtful) if it has engaged proportionally across social need status groups.

In terms of motivation it is evident that, as might be expected, the CCSL project is engaging those who are already aware of and have a good understanding of environmental issues. Significantly, respondents have grasped the concept of an inextricable link between people, their actions, the environment, economics and social well being, and most recognise and agree strongly that individual action can have a positive impact on the environment. There is no way of knowing if the attitudes found are held by the majority of the population of Somerset or just a small minority and perhaps this is not even relevant in terms of evaluating the project.

Those engaged by the CCSL project appear to have adopted low cost and easy sustainable living practices and for the most part seem to have been carrying out these activities prior to the existence of the project. Although there was a low number of respondents saying they started certain practices within the last year it is not possible to associate these changes with the CCSL project as it was not asked if this was the case and there is no way of ruling out other possible contributory factors.

The apparent knowledge and understanding of environmental issues and the adoption of sustainable living practices both suggest that the CCSL project is reaching an already converted audience, which is only a problem if the project doesn’t serve to increase their knowledge and understanding or doesn’t encourage them to move forward with promoting sustainable living within their communities. Given that the project is meeting its targets it is considered encouraging that the project is engaging so many people who are already taking action on environmental issues and accepting a personal responsibility to do so.

So far CCSL resources and support mechanisms are only reaching, or only being taken up by a small percentage of those engaged by the project. But those who have taken advantage of them have for the most part been satisfied with their quality. In terms of future resources, of those presented the most popular by far is more tip sheets on more specific subject areas, followed by a web-based products directory and an e-newsletter.

Overall it seems the CCSL project and methods it has employed to date have been very successful in recruiting and engaging those who are already concerned about the environment and wanting to take action. As such it is filling a gap in support
mechanisms for sustainable living activists and for those who have taken full advantage of it has proved useful.

The only apparent shortfall of the project at present is in the uptake of the resources provided. Remedy of this situation will require a greater understanding of the reasons for uptake or not, the needs of project participants, and the use that is made of resources. Therefore it is recommended that over the coming months the CCSL project:

- Hold a workshop with each of: passive project participants, project activists, and project workers, in order to establish what the needs in terms of resources and support are for moving on a wide scale to more sustainable living practices and how best the project can meet them, with a view to reaching a greater number of people on a more involved level and ensuring that support given to those most active individuals is appropriate;
- Determine specific training requirements for particularly active individuals and arrange and provide if possible and desired by people concerned;
- Identify staff training needs in terms of subject areas and activities relating to community groups and arrange if applicable;
- Begin to focus more heavily on in depth advice and information given that most people involved are already equipped with basic knowledge and understanding;
- As quickly as possible set up a better form of networking than the forum, which is not being used, such as the e-newsletter, in order to allow participants to become aware of each others activities and so network, gain new ideas, and generally feel more motivated and involved in something.
If you would like to speak to anyone, or have any queries/suggestions about the Green Village Project, please contact:

Eddy & Robin Hill (Belstone) 01837 840332 edwinarobin_hill@yahoo.co.uk (Editors)
Rachel & Finn Francis (Belstone) 01837 840683 rachel@leesfarm.wanadoo.co.uk
Marion Walpole (Belstone) 01837 840498 chris.walpole@freeuk.com
Stella Hudson (Belstone) 01837 840669
Andrew Terry (Belstone) 01837 840718 a.j.terry@ex.ac.uk
Ken Williams (WDB Council) kennethwilliams@wdcouncillors.org.uk
Mark Blacksell, (Belstone) 01837 840808, mblacksell@plymouth.ac.uk
Olya Maiboroda (Plymouth University), 01803 866623 olya.maiboroda@plymouth.ac.uk
Colin Trier (Plymouth University) 01752 233033 C.Trier@plymouth.ac.uk
Oz Osborne (Westden) 0845 345 5077 oz@westden.co.uk

Welcome to the monthly newsletter compiled by the Green Village Steering Committee and delivered to all homes in the Belstone parish. The leaflet will contain updates on the progress of the Green Village Project, useful information on recycling projects and eco-friendly products as well as opportunities for everyone to share ideas on sustainability. Your comments on this newsletter, ideas for future ones and ideas for speakers and topics of interest would be very much appreciated so please contact the editors with your views. (See back page) Also contact us if, in the interests of the environment, you would prefer to receive your newsletter by email!

One simple but important starter to our project that we can all do is to support and promote our local businesses so, if you have your own business, please let us know what you do and if you would like us to feature you in a future newsletter. Also remember to support your local Post Office in the Village Hall on Tuesday and Thursday mornings. The bonus on Thursday is that you can enjoy a welcome cuppa and piece of cake at Café Club!

This month’s tips come from Ann Dixon – especially for gardeners!

Autumn is a good time to improve Belstone's thin and gritty soil. It can be made more fertile by heaping up into raised beds and keeping 4-6 ins of mulch on all bare soil. Starting new beds is easiest with the 'lasagne' method:
- Start by stamping down grass, weeds, docks, nettles and cover with 7-8 layers of newspaper or opened out cardboard boxes. Cover this with 12-15 ins of waste hay, leaves etc. which will rot down to 3-6ins by the spring which you can plant into without digging. Find out more at http://ourgardengang.tripod.com/lasagna_gardening.htm
- If you start a runner bean trench now and fill it with any vegetable waste, dead leaves, torn newspapers etc you will have an underground compost heap and your beans will love it.
- This late autumn many plants have dropped seeds which have germinated. It may be worth potting some of these up and putting in a cold frame for next year in case we have a cold snap.

The Art Group meets every Tuesday morning in the Village Hall – contact Marion Walpole.

Belstone Players are putting on a play in late November (see posters) and another in March. Want to be involved in the future? Contact Eddy Hill

Badminton Club meets every Tuesday evening at 7.00pm. Come along and join in!
If you would like us to update the Village on your group’s activities, please contact the editors.

This magazine can be made available in large print. Please let the editors know and we will ensure that you always receive a large print copy.
Recycling in West Devon

A very interesting and informative meeting on Wednesday 1st November. The editors have a copy of the presentation notes or advice on how to access them on the West Devon Website. Some points that you may not be aware of – we may now put into our recycling boxes: Aerosol cans (preferably with paper off) Yellow Pages Corrugated card, as long as it fits in the recycling box.

Belstone Produce Market

Been having a clear out? Dividing your herbaceous border? Like cooking? Join in by bringing your surplus to the Village Hall on a Thursday morning, where the Market runs alongside Café Club and consists of separate tables, one of which is a communal table; others can be taken by individual producers.

Produce for the communal table should arrive by 10am, bagged and priced, accompanied by an envelope listing the items and their price. Money received (less 25p for Village Hall funds) may be collected at the end of the morning or the next Thursday.

Individual tables can be used for garden produce, plants, crafts, car boot type etc. These tables will be run by the producers, the charge being £2.50 per week.

Please contact Hetta Pagella or Ann Dickman for further information. Also let them know if you are interested in buying bulk wholefoods such as nuts, dried fruit, grains, spices, etc, to be ordered one week and delivered the next.

Belstone Questionnaire

A big thank you to all those people who took time to fill in the questionnaire and for your very valuable comments. Many thanks to Olya Maiboroda for her summary of the findings, included with this leaflet. We hope very much to be able to address some of the issues raised and that more Belstone residents will engage in the Green Village Project in the months ahead.

Young People’s Initiatives

Many young people from the village responded to the questionnaire putting forward a range of ideas. Is there anybody out there willing, with support, to take on realising some of their thoughts?

Football pitch, Youth Club, Badminton or Table Tennis clubs. How about a young people’s Disco or Christmas party??

11 children aged 11-15 are making a 5 minute film on climate change, working with a professional film company. It’s not for TV but we hope they will allow the village to watch it!

Who’s Who on the Steering Group?

This month: Olya Maiboroda

Olya represents the Centre for Sustainable Futures at the University of Plymouth. Her role is to research the unfolding process of the Green Village Project which she is doing through personal interviews and focus group discussions.

Olya is coming to Café Club on 16th November. Why not come to meet her and find out more about the Green Village Research?

Word From The Commoners’ Association

You are probably aware that there is a garden rubbish tip on the Green overlooking Skaigh Valley but PLEASE also be aware that the following plants are highly toxic to the animals that graze there and do not deposit them on the tip:

- Box
- Cherry Laurel
- Daphne
- Garden Conifers (inc. Cypress, Yew, Leylandii, Juniper, Thuja)
- Horse Chestnut
- Laburnum
- Mountain Laurel
- Privet
- Rhododendron
- Staghorn and Smooth Sumach (Rhus)

Green Village Events

There is another Bring & Share Lunch social event for the whole village on Sunday 26th November. The theme will be “Energy – in the Home and Community”. Richard Pymm from the Devon Association for Renewable Energy will be there and we will be discussing energy issues and ways to reduce heating bills in the home – an important issue for us all! There will also be an opportunity for a panel of people to share ideas with us all. If you have any knowledge, expertise, ideas or experience of energy saving, that you could share, please let us know.

Look out for posters!

There is a sufficiency in the world for man’s need but not for man’s greed. ~Mohandas K. Gandhi
THE GREEN VILLAGE SURVEY

This is a summary analysis of replies to questionnaires circulated to Belstone households during September 2006. Full-data analysis (with graphs and exact numbers) is displayed on the notice board at the Village Hall, and personal copies are available upon request.

The aim of the Green Village project is to find ways of ensuring that Belstone is a good place to live and work now and for generations to come. The survey was designed to find out what people currently do and don’t do that might have an impact on sustainable living. Over the next few months, members of the Green Village Steering Group and supporting organisations will respond to those issues that people have highlighted in their questionnaires, i.e. recycling, composting, transport, alternative energy, youth activities, etc.

We would like to thank all those people who took the time to respond to the questionnaire and give valuable comments, and we hope that more Belstone residents will get engaged with the Green Village project in the months ahead.

If you would like to speak to anyone, or have any concerns/suggestions about the Green Village project, please, contact:

Rachel and Finn Francis, 01837 840683, Rachel@leesfarm.wanadoo.co.uk
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Colin Trier (Plymouth Uni), 01752 233033, C.Trier@plymouth.ac.uk
Oz Osborne (Westden), 0845 345 5077, oz@westden.co.uk
BELSTONE QUESTIONNAIRE SUMMARY FINDINGS

111 Questionnaires were distributed and 58 responses were collected, which means that over half of the households took part in this survey. The data resulting from the questionnaires and summarised below might not be representative of those households which did not take part in this survey.

What Belstone people value the most about their village is its friendly community. Closeness to the moor and peaceful and beautiful surroundings come a close second and third.

The survey confirmed that Belstone’s community is highly dependent on the car for shopping, travel to work and, to a lesser degree, holidays. The findings indicate that the school bus service is effective.

Actions to cut down the amount of energy/fuel use by cars mainly centre on careful planning of car use, opting to walk instead, and choosing a fuel efficient vehicle. Interestingly, although the friendliness of the community is valued high by most respondents, few people car-share.

Most households in Belstone depend on oil as the principle source of heating. Other sources - coal, electric, wood and gas - are used significantly less.

It would require a more detailed study to find out about the energy efficiency of houses in the village, but most of them, according to this survey, have double glazing and loft insulation. A significant number of houses have low energy light bulbs, energy efficient appliances and a central heating thermostat set at low temperature (again, the perception of what is 'low' might vary in different households). The survey shows that possible renewable energy sources such as solar, hydro and wind power are virtually not used in Belstone, and only a few people have a renewable energy tariff.

People are aware of the need to save energy. Most respondents either always, or frequently switch off electrical equipment and lights when not in use. A smaller, but still a significant number of households save energy by not leaving electrical equipment on ‘standby’ but turning it off at the wall.

Most respondents also save water by using the economy setting on washing machines, take a shower rather than a bath, and use a water butt in the garden. A smaller number of households also use a water saving device in the toilet cistern.

Nearly all respondents recycle their waste, and a high number of respondents also compost their waste.

Many households in Belstone have entered the age of electronic communication; however, about a third of the respondents do not have access to the Internet.

Travel to work is up to 10 miles for most respondents.

Most food shopping is done at Okehampton supermarkets. Other shopping takes place predominantly in Exeter, Okehampton and Chagford.

Shopping choices reveal that people prefer to buy locally grown food or produce with minimum packaging. Organic, fair-trade, and shopping with sustainability in mind are the choices practiced by a smaller number of people.
Over 40% of the respondents participate in conservation activities around the village through care for wildlife and nature. Many have a bird, bat or other wildlife box and a wildlife area in their garden, at the same time, avoiding using peat, pesticides and non-organic fertilisers. Less than half of the respondents grow some of their own food.

The active social life of the village is reflected by half of the respondents who are involved in community activities, and a smaller number taking active part in decisions about the village. More than half of the respondents volunteer their time to help others in the community.

Nearly 70% of the respondents perceive the provision and access to health services in Belstone insufficient. Comments point to the fact that if people couldn’t get into their cars and drive to Okehampton, they would not be able to access health services easily.

The question about taking part in exercise or sporting activity in the village equally divided those who responded ‘yes’ and ‘no’. Walking is the most popular exercise, followed by horse riding, cycling, jogging, gardening, yoga and log chopping.

A nearly equal division into ‘yes’ and ‘no’ was the answer to the question about the amount of housing provided locally to meet local needs. The survey suggests that the issue of housing is an important one for Belstone, although, as several comments point out, there has been no assessment of local needs. Other comments:

- ‘No affordable housing for young first-time buyers’;
- ‘Too expensive, planning is too rigid – scenery versus society’;
- ‘The problem is lack of employment, not housing in Belstone’.

Most respondents feel that there are sufficient opportunities for adult learning, but wish that these opportunities were closer to home:

- ‘Now too far away (i.e. N.Devon, E.Devon, Plymouth)’
- ‘More use could be made of the Village Hall for adult education.’

The comments at the end of the questionnaire show that people in the village are thinking and concerned about:

- The speed limit sign at the bottom of Skaigh Lane which people suggest should state a maximum of 30 mph;
- Bus travel for all school children living outside South Zeal should be free;
- Reinstating a regular train service from Okehampton to Exeter;
- Introducing a daily bus service from Belstone to Okehampton;
- ‘Get rid of the village lamp standard. A real waste of energy for little purpose’.

Suggestions for action towards sustainability include:

- ‘Organising central ordering on-line may be a future option for the village community building the veggie box delivery system’;
- ‘Micro-energy systems, or village-scale energy generation may be a possibility, especially as the former may well be exempt from planning powers in the future’;
- ‘A small local plastics recycling facility would be valuable. A collection point for other waste items would also be of use for IT cartridges, batteries, paint tins, etc’;
- ‘Hold village flower and produce show to encourage vegetable growing and home baking’;
- ‘It would be nice to have a local shop/post office, a forum for learning about what is happening in the village/needs not met, e.g. elderly/children’.
YOUNG PEOPLE’S RESPONSES TO THE QUESTIONNAIRE

21 young people aged 4 to 18 responded to the questionnaire. 95% of them like living in Belstone. Like adults, they appreciate the peace and quiet of the surroundings and the close proximity of the moor. Most of the young respondents feel that they have sufficient opportunities to express their views about issues affecting the village, and that their views are respected. On the other hand, they find Belstone ‘limiting for young people,’ ‘too secluded, not enough to do.’ Over 50% of these young people are either not sure, or think that they will not stay in the area. Young people’s ideas for what is missing in the village include:

‘Riding clubs’
‘Shop, more buses”
‘More events that children could participate in’
‘A football pitch’
‘Mini-park’
‘Youth club’
‘A playground’
‘Skate park’
‘Tennis table club for children in Village Hall’
Annex F How much will your evaluation cost
## Budget: £7,000

<table>
<thead>
<tr>
<th>Activity</th>
<th>Resources</th>
<th>£</th>
<th>Hours Budgeted</th>
<th>£</th>
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<td>Telephone £125</td>
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<td>Questionnaire Dev x 8 hours</td>
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<td></td>
<td>Stationery £100</td>
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<td>Data Mapping x 36 hours including data analysis and</td>
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<td>Report writing</td>
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<td>104 hours @ £14 per hour</td>
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<td>Data Collation</td>
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<tr>
<td>Research Team</td>
<td>Subsistence £144</td>
<td>144.00</td>
<td>Data Entry x 125 hours @ £10 per hour</td>
<td>1250.00</td>
<td>1250.00</td>
</tr>
<tr>
<td>Project Manager</td>
<td>Travel Expenses £200</td>
<td>450.00</td>
<td>4 x Street Surveyors x 42 hours = 168 @ £8 per hour.</td>
<td>1344.00</td>
<td>1488.00</td>
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<td></td>
<td>Subsistence £25</td>
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<td></td>
<td>Telephone £125</td>
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<td></td>
<td>Stationery £100</td>
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<td></td>
<td></td>
<td></td>
<td>Meetings x 10 hours</td>
<td>980.00</td>
<td>1430.00</td>
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<td></td>
<td></td>
<td></td>
<td>Induction training x 5 hours</td>
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<td></td>
<td>Street Surveys x 50 hours</td>
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<td></td>
<td>Project coordination x 5 hours</td>
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<td></td>
<td>70 hours @ £14 per hour</td>
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<tr>
<td>Contingency</td>
<td></td>
<td></td>
<td>Additional research time, fieldwork or analysis</td>
<td>926.00</td>
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<td></td>
<td>Total:</td>
<td>7,000.00</td>
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</tbody>
</table>

### Notes to budget:

The Association of Charity Shops will have input to the development of the questionnaire and to the project administration. However these costs are being met from its contribution to the match funding of the EAF funded project and therefore these costs are not shown in the budget above.

The contingency includes an allowance for unforeseen problems in meeting quotas for the street interviews caused by things such as bad weather or illness on the part of interviewers as well as providing for additional analysis and inputting time as the initial estimates included in the budget are not generous.