

Auchinleck Community Development Initiative  
Forecast Social Return on Investment Analysis  
October 2011

**“This report has been submitted to an independent assurance assessment carried out by The SROI Network. The report shows a good understanding of the SROI process and complies with SROI principles. Assurance here does not include verification of stakeholder engagement, data and calculations. It is a principles-based assessment of the final report”.**

This report was written by Karen Carrick

## Executive Summary

The report provides a forecast of the social return from investing in the Auchinleck Community Vegetable Co-operative, a community growing and horticultural training facility.

The report forms part of a series of reports prepared in a two year research programme, *greenspace is good – so prove it!* The programme, funded by the Big Lottery Fund, has supported 10 community groups to apply a SROI approach to one of their activities. This report has been produced in partnership by Auchinleck Community Development Initiative (ACDI) and greenspace scotland staff and associates. The analysis was undertaken during 2010-2011.

Social Return on Investment (SROI) provides a principled approach that can be used to measure and account for a broad concept of value. It enables the social, environmental and economic benefits a project delivers to be calculated.

The analysis identified those most affected by the activity and recorded and valued some of the changes they experienced. These include:

The local community will learn new horticultural skills and have easier access to fruit and vegetables. Participating in a physical outdoor activity will improve their health and sense of wellbeing. The skills acquired growing plants at the communal garden can be used by them to transform their local area into a green and pleasant place in which to live. People will be able to take greater pride in their community and have a sense of achievement. The new friendships and social contacts that are created will improve social cohesion and make the town a friendlier, safer place.

Participants in the employability programme will gain a range of horticultural, practical, technical and social skills. By working as part of a team their communication levels and ability to cooperate with others will improve. Individuals will feel confident and positive. The skills they gain, along with experience of being in a workplace environment will improve their employability prospects.

Volunteers will gain similar benefits. Those volunteers who already possess significant skills will get increased respect and greater self-satisfaction by passing them onto others.

St Patrick's Primary School and Auchinleck Primary School pupils will be able take part in additional extra-curricular environmental activities. Pupils will gain new horticultural skills and feel better and healthier by taking part in an outdoor physical activity. The growing space will act as an outdoor class room providing a new learning context in which core subjects can be taught.

ACDI members will acquire new engagement techniques and communication skills which will result in personal and professional development and improved relationships externally and internally. The project will make a contribution to carbon off-setting.

It was found that every £1 invested would generate around £3 of benefits. By applying a sensitivity analysis, or varying any assumptions made in the calculation, the value of the benefits derived ranges from £2 to £6.

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# 1. Introduction

The report provides a forecast of the social return from investing in a Community Vegetable Co-operative which will provide opportunities for community growing and horticultural training. The report looks at the social value created by the project, from the perspective of those for whom the project made a difference.

The work carried out for this report was undertaken during 2010-11 by greenspace scotland supported by Auchinleck Community Development Initiative.

## 1.1 Background to the *greenspace is good – so prove it!* programme

This report forms part of a series of Social Return on Investment (SROI) analyses within a two year research programme, *greenspace is good – so prove it!* The programme, funded by the Big Lottery Fund, has supported 10 community groups to apply a SROI approach to one of their activities.

The objectives of the programme were to apply a SROI approach to the work of urban community greenspace groups; supporting them to carry out their own SROI analyses and creating a series of case studies demonstrating the value of greenspace activity by community groups.

The ten community groups who took part in the programme have been able to identify those groups of individuals and organisations who derive multiple benefits from being able to take part in events and activities in Scotland's greenspaces and have placed a financial value on what the experience is worth to them. This has made it possible to prove the value of the positive effects delivered by local activities such as community growing, environmental volunteering, health walks, using greenspace for diversionary activities, and community engagement with parks, youth ranger schemes and cycling activities in wooded areas.

By using SROI groups have been able to demonstrate the impact of their activities and raise the profile of their project. Individual members have reported achieving new skills and knowledge and group capacity and competency has increased. The research programme has recorded the experiences of each group in applying the methodology and, based on the collective findings, has assessed the suitability of SROI as a project planning and evaluation tool for widespread use by environmental community groups.

More information on how these objectives were fulfilled, learning and recommendations from the programme can be found in the programme overview report<sup>1</sup>.

This analysis explores the value of a defined activity by Auchinleck Community Development Initiative. It is important to stress that this SROI report reflects and values only one of the many activities that the group undertakes. The cumulative value of the myriad of activities they provide would be likely to be significantly higher.

The SROI analyses in relation to *greenspace is good – so prove it!* are part of a more comprehensive body of evidence that has been produced by greenspace scotland on the potential of using an SROI approach to demonstrate the value of a wide range of greenspace activities in different settings. Further information on this, and other SROI developments, can be found at [www.greenspacescotland.org.uk/SROI/](http://www.greenspacescotland.org.uk/SROI/)

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<sup>1</sup> [www.greenspacescotland.org.uk/communitySROI](http://www.greenspacescotland.org.uk/communitySROI)

## 1.2 Auchinleck Community Development Initiative

Auchinleck Community Development Initiative (ACDI), a charitable company limited by guarantee, was constituted to stimulate and develop new initiatives to encourage regeneration of their rural community using a partnership approach. The organisation is developing a range of initiatives to tackle poor health, lack of youth provision, poverty and unemployment.

The chosen activity that formed the scope of this SROI analysis was a community growing project and horticultural training facility. ACDI currently leases six sites from East Ayrshire Council where the organisation grows plants that are sold in the local area. On one of the sites, geodesic domes (or greenhouses) are used. This venture was greatly assisted by the participation of young people as part of the Future Jobs Fund training programme. The organisation would like to expand their interests to include growing food and to make more opportunities available for community involvement. An area of ground adjacent to a community centre and primary school has been secured for this purpose. The planned activities on this new site would be in addition to those currently on offer. It is important to stress that a final decision on the activities to be provided on the site is still to be taken and will be determined by the level of funding that the project secures but it is anticipated that the following components will be included:

- A social enterprise that provides low cost plants and produce that is supported by professionally trained staff and young people on a work experience programme (e.g. Community Jobs Scotland)<sup>2</sup>
- Community growing and healthy eating sessions open to all members of the local community
- Supported growing activities for local schools
- Volunteering and training opportunities to support all the activities to be delivered

It should be emphasised that this analysis relates solely to the proposed community growing project and horticultural training facility. ACDI is involved in many other activities that are ongoing or planned and which will also generate value.

## 1.3 Policy Context

The planned community growing and horticultural training initiative addresses all of the Scottish Government's strategic objectives:

- Wealthier and fairer
- Smarter
- Safer and stronger
- Greener
- Healthier

It will deliver the following national outcomes at a local level:

- Our young people are successful learners, confident individuals, effective contributors and responsible citizens
- We live longer healthier lives
- We live in well designed sustainable places where we are able to access the amenities and services we need

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<sup>2</sup> <http://www.focusscotland.com/index.php/2011/06/community-jobs-scotland/>

- We value our natural and built environment and protect it and enhance it for future generations

In 2008 the Scottish Government continued its commitment to the **Dietary Action Plan**<sup>3</sup> which identifies ways to improve diet, increase levels of physical activity and tackle obesity. Two of the actions which this initiative will address are to increase access to healthier food choices for those on low incomes, and to offer individuals opportunities to be physically active in groups. Community growing sessions provide opportunities for outdoor physical activities to take place in intergenerational social groups.

The [Enterprising Third Sector Action Plan, 2008-11](#) will help to create the right conditions in which an enterprising Third Sector, including social enterprises, can thrive, enabling the third sector to play a full role in the development, design and delivery of policy and services in Scotland.

The plan recognises the importance of the third sector in helping the Scottish Government achieve its purpose of creating a more successful country with opportunities for all to flourish, through achieving sustainable economic growth.

The Scottish Government strategy **Skills for Scotland: Accelerating the Recovery and Increasing Sustainable Economic Growth**<sup>4</sup> identifies measures to improve the skills and employability of individuals. It recognises the crucial role that community based projects can play in helping achieve these objectives.

The **East Ayrshire Community Plan**<sup>5</sup> is recognised by all Community Planning Partners as the sovereign strategic planning document for the delivery of public services in East Ayrshire and provides locally based strategies to deliver nationally agreed outcomes. The Plan covers 12 years from 2003 to 2015 and sets out the overall vision for the local area as follows:

*“East Ayrshire will be a place with strong, vibrant communities where everyone has a good quality of life and access to opportunities, choices and high quality services which are sustainable, accessible and meet people’s needs.”*

Recognising the principle of ‘One Council, One Plan’, the Council has adopted the Community Plan as its Corporate Plan.

The strategic aims and local outcomes of the East Ayrshire Community Plan are

- Sustainably regenerating our town centre and villages
- Improving our local economy
- Improving skills development and employability
- Protecting conserving and enhancing the natural environment
- Improving physical and mental health
- Promoting active, healthy lifestyles and positive behavior change

The local community in Auchinleck are working together to take an integrated and inclusive approach to reduce their carbon footprint and are supportive of the transitions town approach.<sup>6</sup>

<sup>3</sup> [www.scotland.gov.uk/Resource/Doc/228860/0061963.pdf](http://www.scotland.gov.uk/Resource/Doc/228860/0061963.pdf)

<sup>4</sup> <http://www.scotland.gov.uk/Publications/2010/10/04125111/0>

<sup>5</sup> [www.eastayrshirecommunityplan.org](http://www.eastayrshirecommunityplan.org)

<sup>6</sup> [www.transitionscotland.org/](http://www.transitionscotland.org/)

## **1.4 Social Return on Investment**

Social Return on Investment (SROI) provides a principled approach that can be used to measure and account for a broad concept of value.

SROI measures social, environmental and economic change from the perspective of those who experience or contribute to it. It can be used to identify and apply a monetary value to represent each change that is measured. The resultant financial value is then adjusted to take account of contributions from others. In this way the overall impact of an activity can be calculated and the value generated compared to the investment in the activities. This enables a ratio of cost to benefits to be calculated. For example, a ratio of 1:3 indicates that an investment of £1 in the activities has delivered £3 of social value.<sup>7</sup>

Whilst a SROI analysis will provide a headline costs to benefits ratio, it will also deliver a detailed narrative that explains how change is created and evaluates the impact of the change through the evidence that is gathered. An SROI analysis is based on clear principles and progresses through set stages. SROI is much more than just a number. It is a story about change, on which to base decisions, and that story is told through case studies, qualitative, quantitative and financial information. The principles of the SROI approach are set out in Appendix 2.

There are two types of SROI analyses: a forecast SROI predicts the impact of a project or activity and an evaluative SROI measures the changes that it has delivered. This report is a forecast SROI.

## **1.5 Purpose of the analysis**

The original intention of the analysis had been to carry out an evaluation of the current gardening project which uses geodesic domes to grow and sell plants. In this way it was hoped to demonstrate the impact that the project created. In the initial preparatory stages of the analysis it became clear that there was insufficient data to undertake an evaluation. Although it would have been possible to identify and explore with key stakeholders their likely outcomes, robust supporting evidence of the changes experienced was not available. As a result it was agreed to review the information collected and to use it as the basis to carry out a forecast of the likely benefits that would arise from a potential community growing and horticultural training facility that was under consideration by ACDI.

As ACDI were undertaking feasibility studies for the potential project it was felt that an SROI analysis would add value to the process and would assist in making the case for investment.

The report will be used to try to secure funding for the horticultural training and community growing facility by demonstrating its value.

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<sup>7</sup> In SROI, 'social' is taken as a shorthand for social, economic and environmental value

## **2. Scope and stakeholders**

### **2.1 Project activity**

The planned project will provide a large area that can be used for community growing by local people, schools and organisations and also to grow fruit and vegetables for social enterprise. Drawing on its existing experience, the project will include horticultural training at various levels, from basic introductory courses to long term employability programmes. Basic introductory horticultural training courses will be provided to community volunteers whilst a comprehensive structured programme, involving external agencies, will be delivered to participants on the long term employability programme. It is anticipated that participants on the programme will be recruited from the Skills Development and Employability Service.

ACDI already has leases on six small sites which are used to grow plants for sale and these will be retained. The new site will be leased from East Ayrshire Council and is located at the back of a community centre which is currently undergoing major redevelopment works costing in the region of £4.3 million. It is situated on a slope and will consist of raised beds and geodesic greenhouses for growing as well as training and storage facilities.

### **2.2 Scope**

This is a forecast of the social return from investing in the Auchinleck Community Vegetable Co-operative, a community growing and horticultural training facility. It covers the period April 2010 to March 2011.

The project will be managed by ACDI and is supported by East Ayrshire Council.

### **2.3 Stakeholder identification and consultation**

ACDI and greenspace scotland identified all those who were likely to experience change as a result of the project (the stakeholders), considered the nature of any changes that might be experienced and explored how such changes might be measured. At the end of the discussions a list of those organisations or individuals whom it was believed would be significantly affected was drawn up (the 'included' stakeholders). Details about the rationale for including these stakeholders are provided in Appendix 1.1. More detail about these stakeholders can be found in Appendix 1.2.

A list of those whom it was thought would not experience significant change, and hence it was not considered appropriate to contact for further discussion, was also identified (the 'excluded' stakeholders). More details on this group and the reason for their exclusion can be found in Appendix 1.1.

A consultation plan was established for each of the identified stakeholders using methodologies that best suited their individual needs. Consultation was carried out by greenspace scotland, Auchinleck Community Development Initiative and IBP Strategy and Research.

Appendix 1.3 sets out the engagement methods used for each stakeholder.

Stakeholders were consulted initially to confirm the identified outcomes and to explore any additional outcomes, which could be either positive or negative. This was done through a community survey carried out by IBP and by greenspace scotland staff using small discussion groups, structured questionnaires and, in relation to young people and children, through the use of drawing, games and quizzes. Stakeholders were consulted at all stages of the process and were sent draft findings, on a regular basis, for comment and review.



### 3. Theory of change from the perspective of stakeholders

It is widely acknowledged that community growing can act as a catalyst for change for communities and the people who live within them. The simple task of bringing people together in the fresh air to take part in physical activity generates a sense of health and wellbeing. People who would not normally come into contact with each other are provided with the opportunity to socialise<sup>8</sup>. Community growing will provide opportunities to improve social cohesion, help generate civic pride and assist in improving the appearance of the area. Individual members of the community will feel better, be healthier and gain new skills.

The Centre for Child and Family Research carried out a literature review of the evidence to support the multiple benefits claimed for social and therapeutic horticulture. Whilst expressing concern at the lack of documentary evidence available<sup>9</sup>, they concluded that,

*“the available literature suggests that there are a number of reported benefits of social and therapeutic horticulture for a wide range of clients. Reported benefits include increased general well-being, increased social interaction and practical skill development”.*

A survey of coordinators of 20 community gardening programmes in New York (USA)<sup>10</sup> provided an indication of the variety of benefits that individuals and communities derived. *“Reported motivations for participating included wanted access to fresh/better tasting food, to enjoy nature, and improve health, including mental health. These were particularly important for urban residents. Community gardens were also reported to improve attitudes of residents toward their neighbourhood in some areas, to promote additional community organising, and improve social networks”.*

This was confirmed in a more recent UK study which reported<sup>11</sup>, *“Positive outcomes are undeniable and range from the highly personal to the social and political. Clients of the social therapeutic horticultural projects use them for their own personal gain (relaxation, reflection, restoration), in order to build self-esteem and confidence as well as to further their education and skills and to extend social networks”*

Three of the four data zones in the Auchinleck area are in the most deprived in Scotland. Over 29% of the population is considered income deprived and 21% are employment deprived. The social enterprise element, and related volunteering activities, by providing new skills will increase individuals' employability prospects.

#### 3.1 The Community

The project will provide members of the local community, that is to say every-one living in the village of Auchinleck, with the opportunity to take part in basic horticultural training, attend community growing sessions and to participate in volunteering opportunities. If local residents do not wish to engage directly with the project in this way, then they will still be able to buy low cost seasonal fruit, vegetables and plants at the site.

The community will benefit by being able to take part in a community growing activity and having ready access to cheap locally grown produce. By taking part in horticultural activities such as growing flowers, fruit and vegetables, members of the community will gain skills that

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<sup>8</sup> Tranel, M. and Handlin, L. (2004). *PlantingSeeds; Growing Communities*. St. Louis:University of Missouri Public Policy ResearchCenter.

<sup>9</sup> [http://www.lboro.ac.uk/research/ccfr/growing\\_together/growingtogetherliteraturereview.htm](http://www.lboro.ac.uk/research/ccfr/growing_together/growingtogetherliteraturereview.htm)

<sup>10</sup> Armstrong, D. 2000. A survey of community gardens in upstate New York: implications for health promotion and community development. *Health & Place* 6(4): 319-27.

<sup>11</sup> Sempik J, Aldridge J and Becker S (2005) *Health, well-being and social inclusion – Therapeutic horticulture in the UK* Policy Press Bristol

they can use in their own gardens. They will also gain the health and wellbeing benefits of outdoor physical activity. Healthy eating classes will be on offer to suggest ways of cooking the produce that is grown. Community growing offers new opportunities for social interaction helping to create new friendships and to promote intergenerational exchanges.

It is intended that the community growing project will sell surplus fresh produce and this will allow members of the community, who may not be volunteers, to buy locally grown fruit and vegetables. This will encourage people to eat more healthily and may save them money. Plants will also be available to purchase. There is evidence from pilot projects that these are very popular and are bought by local residents to use in their own gardens to enhance the appearance and amenity of their surroundings.

The results of the community survey that was carried out suggested that 72% of respondents consume four or more portions of fruit and vegetables in an average day and 90 % of these are bought in shops in Auchinleck. Over 73% identified the ability to get cheap fruit and vegetables as a benefit of the planned community growing project.

By growing vegetables and fruit in a more sustainable way, and by reducing the distance it has to travel before consumption, the project will make a significant contribution toward reducing greenhouse gas emissions. This will improve the surrounding environment for current and future residents.

*“Supermarket fruit and veg is tasteless and this will get people eating healthy food that actually tastes how it is meant to”*

*“People can get involved in helping the community”*

*“Provides an opportunity to involve kids that don't get to grow plants in garden”*

Local residents

### **3.2 Participants in training scheme**

By providing a work placed based training scheme growing plants and produce for sale as part of a social enterprise, it is intended to offer young people the chance to gain work experience and skills. The scheme would be similar to that offered to the Future Jobs Fund trainees who took part in earlier horticultural activities. Trainees are likely to gain basic horticultural skills, including planting, but will also attain more advanced practical skills such as the use of chain saws. Transferable skills in relation to more effective communication and team working along with significant workplace experience will greatly enhance the employability prospects of individuals.

Employability is defined as a set of attributes, skills and knowledge that all labour market participants should possess to ensure they have the capability of being effective in the workplace – to the benefit of themselves, their employer and the wider economy. There are eight top employability skills: <sup>127</sup>

- Self management
- Team working
- Problem solving
- Communication – application of literacy
- Business awareness
- Customer care
- Application of numeracy
- Application of ICT

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<sup>12</sup> Confederation of British Industry (2007). *Shaping up for the future: the business vision for education and skills*

These areas will all be covered systematically in the training programme. All the participants in the existing training scheme identified being able to work in a team as one of the most important benefits of the programme. Taking part in the training programme will make individuals feel more confident and have a sense of purpose and worth. Participants in the employment training scheme growing plants in geodesic greenhouses commented that by participating they,

*“feel good about helping the community”*

*“made new mates and enjoyed the banter”*

*“look forward to going out in the morning”*

Former future jobs fund trainees

#### Case Study

One of the participants in the scheme had been engaged by a local building company for almost two years. Unfortunately the company experienced financial difficulties and were forced to terminate his contract. After being out of work for several months he became very despondent and uncertain about his future prospects. He decided to enrol for the training programme. Whilst the new skills he acquired were useful he was clear that the most valuable benefits he gained were his increased confidence and sense of purpose. Within a few weeks of leaving the scheme he had successfully secured an apprenticeship. As he said, *“taking part made me get out of bed each morning”*.

Former trainee 21

### 3.2 Volunteers

Volunteers will be involved in all aspects of the project. This might be supporting community growing activities or mentoring young people on the training programme. It is intended that all volunteers will receive basic horticultural training. Volunteers will gain practical horticultural skills and be able to experience a wide range of growing activities. In addition they will gain improved social and communication skills. This will increase their ability to access employment, education, training or other volunteering opportunities. Individuals will feel better and become more confident. It is intended to encourage older skilled volunteers to attend who may have been made redundant or been unable to secure employment. It is hoped these individuals may pass on their skills to younger volunteers or to participants in the training scheme. This inter-generational working will benefit younger people as they gain new skills and will make older people feel valued and worthwhile.

*“Increases skills that make job seeking a wee bit easier”*

Volunteer

### 3.3 Primary School

The community growing and training facility will provide opportunities for local children to take part in community growing and environmental awareness sessions that will be delivered specifically for each school within class time. Both Auchinleck and St Patrick’s RC Primary School pupils expressed an interest in taking part in the planned growing activities. The growing space will act as an outdoor class room providing a new learning context in which core subjects can be taught.

Due to their location, next to the planned area of redevelopment, St Patrick's Primary School is likely to be able to make greater use of the facility and to access more readily the benefits it offers. The school will also be able to take part in additional extra-curricular environmental activities and plan to create gardening clubs. Pupils will gain new horticultural skills and feel better and healthier by taking part in an outdoor physical activity during and after school hours.

#### Case study

Children in local primary schools were asked to draw a picture that depicted their ideal community garden. Very colourful and creative drawings were produced which included some unexpected and unanticipated items!

Whilst growing fruit, vegetables and flowers were important, most children felt that it should also be a place to have fun and to see wildlife

*"My garden would be sunny and have lots of flowers. There would be swings for me and my brother to play on when my Mum was planting strawberries. I'd like a pond for fish but we'd have to have a net on it to stop the birds eating them.*

*I can see where it would be from the window and we could go over and help water the plants"*

Primary pupil describing a drawing of her ideal community growing place

### 3.4 Individual Directors of ACDI

The Directors of ACDI come from a variety of backgrounds and include the local councillor and council support staff. By developing and promoting a community growing project ACDI Directors, as individuals, felt that they would acquire new skills as a result of working with organisations and individuals with whom they have previously had little contact. This joint working will result in personal and professional development and improved relationships externally and internally. To date, directors reported that they had mainly worked at a strategic level with council officers. They felt the growing project gave them opportunity to engage community members, organisations and support workers in a different way.

### 3.5 ACDI – as an entity

Although already well known as a result of their Annual Music Festival, the Board of ACDI felt there will be greater respect and increased recognition for ACDI within the community as the growing project would involve a greater degree of contact over a sustained period. By providing community growing and training facilities, new audiences and groups will be reached who will become aware of the organisation and of what it can offer. The Board reported that as a result of preliminary discussions about community growing with other organisations it had been possible to lodge two funding applications. This would not have been possible without the activities related to community growing. There has already been interest from some of the surrounding villages in the programme and it is likely that future partnership arrangements may also arise.

### 3.5 East Ayrshire Council

East Ayrshire council provide support and assistance which will enable others to achieve their outcomes. Discussions with officers in the community planning partnership highlighted the value that the authority places on the ability of the initiative to help them achieve their strategic objectives and to ensure,

*"East Ayrshire will be a place with strong, vibrant communities where everyone has a good quality of life and access to opportunities, choices and high quality services which are sustainable, accessible and meet people's needs."*

Vision of Community Planning in East Ayrshire

## 4. Inputs and outputs

### 4.1 Investment (inputs)

The likely costs of the project are based on those prepared as part of funding applications submitted by ACDI. The land will be leased and this forecast is based on the costs of providing portocabins or other similar structures. The number of volunteer hours predicted is drawn on the results of the community survey. Capital costs are based on an initial outlay of £180,590 to cover infrastructure and buildings. These have been spread over a 10 year period as the structures used and equipment purchased will be of limited longevity.

Stakeholder	Description	Amount
East Ayrshire Council	capital costs - structures, equipment and services water	£18,059
ACDI	staffing costs -it is anticipated that 3 full time equivalent staff members will be recruited with gardening and administrative skills	£76,473
ACDI	operational costs –office running costs, materials, horticultural supplies, power, staff expenses etc.	£20,920
Volunteers	time	£6,080
<b>Total inputs for the period under study</b>		<b>£121,532</b>

### 4.2 Outputs

The outputs describe, in numerical terms, the activities that took place as a result of the inputs. These activities or outputs will lead to change (or outcomes) for each of the identified stakeholders. The outputs identified are:

Stakeholder	Relevant outputs
Local community	<ul style="list-style-type: none"> <li>Weekly community growing sessions are provided which are open to every-one in the community</li> <li>Fruit, vegetables and plants are available for sale at the project during opening hours to the local community</li> </ul>
Participants in formal employability programme	<ul style="list-style-type: none"> <li>A weekly employability programme lasting six months is provided for trainees</li> </ul>
Volunteers	<ul style="list-style-type: none"> <li>3 weekly volunteering sessions supporting community growing for 30 volunteers are provided</li> <li>Skills sharing sessions are provided at regular intervals for older volunteers and trainees</li> </ul>
Local school	<ul style="list-style-type: none"> <li>After school gardening clubs are established for 40 pupils</li> <li>Structured outdoor lessons related to growing and the environment are provided on a weekly basis</li> </ul>
ACDI as an entity	<ul style="list-style-type: none"> <li>5 meetings are held with others to discuss new initiatives</li> </ul>
ACDI-individual directors	<ul style="list-style-type: none"> <li>5 meetings are held with organisations and individuals with whom there has been little contact.</li> </ul>

## 5. Outcomes and valuation

Detailed results from the stakeholder engagement and information collection are represented in the impact map information in Appendix 1.

### 5.1 Outcomes evidence

The changes (or outcomes) which were identified, following consultation with each stakeholder, are detailed below along with information on how the outcome was measured (indicators). Most of the outcomes measured were positive. The outcomes which had to be excluded and the reason for this are listed in Appendix 1.4.

Stakeholder	Outcome	Outcome Indicator	Source of quantities or data
Community	participants gain horticulture skills and can apply them safely (planting, path clearing, using tools)	number of new horticultural skills reported by participants	skills assessment before and after
	participants have the opportunity to meet others and establish new social contacts	number of new social contacts that are reported by participants	survey of social activity before and after
	participants understand how to prepare and cook healthy meals, have a better diet and feel fitter	number of additional healthy meals that participants prepare	participants will keep a food diary that reflects consumption before, during and after classes
	members of the community will have better access to cheap fruit and vegetables and can eat more healthily and feel better	number of members of the community buying additional fruit and vegetables	door to door survey of random sample of population before and after 6 months/ sales records
	village has a series of initiatives that reduce carbon emission and increase the quality and sustainability of their environment by making a contribution to greenhouse gas emission	GHG emission	annual carbon calculations
	participants are able to enhance the amenity of the area in which they live and feel a sense of pride	number of attractive gardens and number of residents reporting increased satisfaction with their local amenity civic pride	Annual garden inspections/ satisfaction surveys
	participants have an Increased sense of wellbeing by taking part in outdoor activities	number of individuals reporting feeling better	survey before and after activity and at regular intervals
Participants in employability training programme	participants gain advanced horticulture skills and can use them to work confidently and safely	number of new horticultural skills reported by participants	skills assessment before and after activity

	participants gain advanced skills in use of trailers and chain saws	no of individuals who gain certificates	no of certificates awarded
	participants have an Increased sense of well being	number of participants reporting feeling happier	questionnaires before and after activity
	have learned what it is like to work/ experience can be included in CV/ referees	number of participants able to identify and report new competencies that equate to work experience	questionnaires before and after activity
	participants gain team building and communication skills	number of participants reporting new skills	questionnaires before and after activity
Volunteers	participants have an Increased sense of wellbeing, increased confidence and are fitter*	number of participants reporting feeling happier and healthier	questionnaires before and after activity
	participants gained horticulture skills and can apply them safely (planting, path clearing, using tools)	number of new horticultural skills reported by participants	questionnaires before and after activity
	volunteers are more confident and get a sense of achievement from helping others	number of participants reporting increased confidence and sense of self achievement	questionnaires before and after activity
	additional skills, experience and confidence gained have enhanced long term chances of employment	number of participants able to identify and report new experiences that relate to improved long term employability prospects	questionnaires before and after activity
Participating Schools	increased participation in environmental extracurricular activities resulting in increased awareness of growing and the environment	number of pupils who report increased awareness of growing and the environment	number of pupils who attend gardening club/ questionnaires before and after the activity
	provision of outdoor learning context for core skills	number of teaching sessions delivered outdoors	record of sessions and content will be kept by school
	participants gain horticulture skills and can apply them safely (planting, path clearing, using tools)	number of new horticultural skills reported by participants	skills assessment before and after activity
ACDI (individual directors)	members have acquired new skills in relation to joint working resulting in personal and professional development	number of directors who report professional and personal development that has resulted in being able to work better with others	questionnaires before and after activity
ACDI ( organisation)	improved relationships externally and internally result in new partnerships and joint funding bids	number of new partnerships formed and funding applications lodged	amount of funding awarded



## 5.2 Valuation

Financial proxies have been identified which allow a monetary value to be placed on the changes experienced by individual stakeholders. Wherever possible, stakeholders have been consulted on the appropriateness of these measures. In identifying the value given to a financial proxy an attempt has been made to link the financial amount to the level of importance placed on the change by individual stakeholders.

In the case of the school pupils, volunteers and employment trainees, the appropriate value was assessed during the stakeholder engagement process. This was done by using a combination of ranking and revealed preference. The format varied according to the age and capacity of the groups. In the case of the children and young people this was done using creative games.

The financial proxies assigned to the outcomes identified by ACDI were agreed in direct discussion with the group.

In the case of the community, direct dialogue was not possible as most of the information was collected as a part of the community survey. Accordingly the importance or value of the growing project has been assessed in relation to other factors included in the survey, for example the degree of preference in relation to other activities.

The rationale behind the financial proxy that is used to value the changes that result in the community being able, 'to enhance the amenity of the area in which they live and to feel a sense of pride' merits further explanation. Other SROI analyses have used heavily discounted house prices to value this benefit. In Auchinleck the average house price over the past year has been around £72,000- this is significantly lower than the national average. In addition the number of tenures of private ownership in the total housing stock is low. Using an increase in house value is not likely to be particularly relevant to many of the members of this stakeholder group. As a result it was felt a more appropriate measure of value could be found by using average savings on the costs of plants.

Further explanation is required on why different approaches were taken to valuing the changes that would be experienced by participants in the training programme and the community growing volunteering activities both of which would ultimately result in enhanced employability prospects. Each group suggested that many of the practices they would have to follow, such as meeting health and safety requirements and demonstrating reliability through good timekeeping, would help them prove to an employer that they were familiar with the expectations of a working environment. This was valued very highly by the trainees and to a significantly lesser extent by the volunteers. This is perhaps not surprising given that for each group the activities in which they were likely to engage and the amount of time spent would be very different. Furthermore, the motivation for participating in the activity was often different. In the case of volunteers the emphasis was on acquiring horticultural skills and gaining confidence and a sense of purpose, In the case of the trainees the motivation was to improve their chances of getting a job.

Appropriate proxies have been selected to reflect these different values. The financial proxy used to express the value of the improved employability prospects gained by the volunteers has been equated to the cost of a training course covering employability. For the trainees the actual experience of an environment that is akin to a work place was very important. This proved particularly challenging to value and after discussion it was agreed to use the payment an employer would have received for the same number of hours provided to each student in a Future Jobs Fund type scheme in which similar skills were provided. This figure was reduced to take account of payments to trainees.

Further information on how each outcome is valued is provided in Appendix 1.5.

## **6. Social return calculation, sensitivity analysis and materiality considerations**

### **6.1 Duration and drop off**

Before the calculation can be finalised a decision has to be made as to how long the changes produced by the community growing and horticultural training facility will last. In an SROI analysis the length of time changes endure is considered so that their future value can be assessed. The question to be answered is *'if the activity stopped tomorrow, how much of the value would still be there?'*

To predict the length of time changes will continue stakeholder opinion and independent research are both taken into account. There will be variations in the length of time benefits last according to the nature of the change and also the characteristics of individual stakeholders. Where significant assumptions have been required about the likely duration of change these have been considered in the sensitivity analysis in Section 6.4.

Some of the benefits gained by stakeholders have been the acquisition of new skills and it is expected that these will last three years. This is in line with several certified practical skills assessments (e.g. first aid) in which competency levels are expected to last for a defined period. Most of the other benefits have been considered to endure for a year as there is little supporting evidence that they will last longer.

Outcomes which will continue to have a value in future years cannot be expected to maintain the same level of value for each of these years. This has been dealt with by assuming that the value will reduce or 'drop off' each year. Very few outcomes lasting longer than a year have been identified. Given the lack of research to provide an accurate figure for drop off it has been assumed to be 25%

Appendix 1.7 sets out the duration and drop off assumptions.

### **6.2 Reductions in value to avoid overclaiming**

As well as considering how long the changes a project or activity delivers will last, it is necessary to take account of other factors that may be influential. The recorded change might have happened regardless of the activity, something else may have made a contribution to it or the activity may have displaced changes taking place elsewhere. In considering the extent to which each of these factors have played a part in the total impact a realistic approach should be adopted. The aim is to be pragmatic about the benefits that will actually be provided by the community growing and horticultural training facility and to recognise that the value it will create is affected by other events. The SROI methodology does this by taking all these factors into account in calculating the actual impact a project or activity delivers.

#### **6.2.1 Deadweight**

A reduction for deadweight reflects the fact that a proportion of an outcome might have happened without any intervention. By way of illustration 10% of those surveyed in the community survey indicated that they took part in gardening and growing activities.

The detailed assumptions about deadweight are contained in Appendix 1.6.

#### **6.2.2 Attribution**

Attribution takes account of external factors, including the contribution of others that may play a part in the changes that will be identified. For example pupils from the schools who

are likely to participate in community growing activities in an outdoor classroom setting will already be taking part in other ecological and environmental activities. Participation in these will also make a contribution to bringing about the changes that will be measured.

The detailed assumptions about attribution are contained in Appendix 1.6.

### 6.2.3 Displacement

Displacement applies when one outcome is achieved but at the expense of another outcome, or another stakeholder is adversely affected. In this case some families already report buying fruit and vegetables from local suppliers and if they shift to buying them from the community based scheme, or get them for free by volunteering, this is likely to have an impact on these businesses and the individuals they employ.

The detailed assumptions about attribution are contained in Appendix 1.6.

## 6.3 Calculation of social return

Appendix 1.8 details the values for each outcome that a stakeholder experiences and takes into account deductions to avoid over-claiming. These individual values have been added together then compared with the investment in Auchinleck Community Vegetable Co-operative provided at section 4.1 above.

The results show a social return on investment of around £3 for every £1 invested based on the assumptions set out above.

## 6.4 Sensitivity analysis

In calculating the social return on investment it has been necessary to make certain assumptions or to use data which is not subject to universal agreement. To assess how much influence this has had on the final value that has been calculated a sensitivity analysis is carried out and the results recorded. By doing this the value of the benefits can be expressed within defined limits.

The most significant assumptions that were made were tested in the sensitivity analysis as detailed below:

Factor	Assumption	Variation	Result
Duration assumptions	All outcomes last for 1 year except those related to training	All outcomes last 3 years but drop off by 33%	£4.68
Deadweight assumptions	Varies from 0% to 25% based on national research or local opinion/availability	Average deadweight is 25% for all outcomes	£2.75
Attribution assumptions	Varies from 0% to 75% based on national research or local opinion/availability	Average attribution is 40% for all outcomes	£2.16

	Varies from 0% to 75% based on national research or local opinion/ availability	Average attribution is 20% for all outcomes	£2.88
Participation projections	30 trainees take part in the programme	The number of employment trainees doubles	£4.66
Input	There is an annual investment of £121.532 in the project	Input is reduced by 50%	£6.46

The factors which will most affect the impact of the initiative relate to the length of time changes last and the total investment in the project. It is likely that some of the outcomes may endure longer than a year and any further follow up analysis should consider ways of identifying and measuring this.

The potential investment in the project is based on estimates and may include items whose costs could be refined. This would impact significantly on the rate of return.

#### 6.4.1 Duration assumptions

It is anticipated that many of the outcomes the project delivers will last for one year with the exception of the acquisition of practical skills which it is assumed will endure for three years. It is likely that some of the outcomes, such as gaining confidence and making new social contacts will last longer than a year but at this stage there is no evidence to support this and as a result a conservative approach has been adopted. The effect of this assumption is tested in the sensitivity analysis and the need to explore this area further in any evaluation of the analysis is recommended.

The initiatives that reduce carbon emission and increase the quality and sustainability of their local environment for the community are assumed to last only as long as the project continues. Emission reduction is directly related to physical project activities

#### 6.4.1 Deadweight assumptions

The figures used to predict likely deadweight draw on national research findings, stakeholder reporting or the availability of alternative locally based opportunities - which are extremely limited. As a result, fairly low levels of deadweight have been applied.

#### 6.4.3 Attribution assumptions

There is a lack of robust evidence of the likely attribution of others. In most cases estimates have been made by considering other related activities that **may** be making a contribution to the changes experienced. A conservative approach has been adopted, for example it is suggested that other environmental activities in schools may contribute almost half of the value of the changes experienced but this is unlikely to be the case.

There are very limited opportunities for individuals living in Auchinleck; few support services and a lack of communal activities. A similar project does not exist in close proximity and as a result of these factors the amount contributed by others to the changes experienced is likely to be low.

#### 6.4.4 Participation projections

The numbers of pupils, community members and volunteers that will participate can be predicted reasonably accurately from the findings of the community consultations and school reports. The number of trainees likely to participate in the programme is unknown at this

stage and will depend on the final programme that is provided. Variations in predicting likely numbers have been limited to those that could be accommodated within the planned staffing structures.

Applying sensitivity adjustments to key assumptions produces a range for the SROI ratio of between £2 and £6 for every £1 invested.

## **6.5 Materiality Considerations**

At every stage of the SROI process judgements have to be made about how to interpret and convey information. Sometimes the rationale behind the decision is obvious and fully evidenced, on other occasions additional explanation or information may be required. SROI demands total clarity and complete transparency about the approach that is taken so that there is no possibility of confusion or misinterpretation. Applying a concept of materiality means that explanations must be offered for information that can be interpreted in different ways and which can exert influence on the decisions others might take.

The concept can be of particular importance in ensuring that outcomes for stakeholders are not perceived as being duplicated and that the different values individual stakeholders may ascribe to the changes they experience are understood.

In assessing issues that are material SROI requires that various factors are taken into account. Stakeholder view is of paramount importance and from the outset, and throughout the preparation of this analysis, stakeholders were invited to comment on the interpretation of data and the inclusion of information. Engagement took various forms including e mail requests for comment, telephone interviews and meetings.

### **Common outcomes**

Members of the community, volunteers and trainees each identified the acquisition of horticultural skills as one of the outcomes they would achieve as a result of taking part in the activity. The nature of the change experienced and the significance placed on it are different for each group and so have been assessed separately. The method of achievement, degree of change and value of impact all vary significantly. Members of the community gain minimal skills through attending occasional community growing sessions, volunteers regularly lead and support the growing sessions and gain higher level horticultural skills and trainees who are carrying out horticultural tasks on a daily basis in a semi-professional capacity gain a high degree of competency.

A similar explanation can be offered for other apparently common outcomes such as personal development, increased confidence, and feeling better.

### **Anticipated outcomes**

In initial discussions to scope out likely outcomes it had been envisaged that the activity would offer significant health benefits to individuals and cost savings to the NHS. In the course of stakeholder engagement it became clear that health benefits were identified by individual community members and some school children and were related to feeling better as a result of physical activity.

Whilst feelings of wellbeing were recognised, and valued highly, by both trainees and volunteers these were not perceived as 'health benefits' - although it could be argued that they are. Volunteers and trainees did not identify feeling better as a result of physical activity as one of their outcomes.

Discussions with NHS staff failed to identify an outcome for the organisation related to costs savings.

### Avoiding double counting

Many school pupils identified ‘feeling healthier’ as one of the outcomes they were likely to experience as a result of taking part in the activity. Pupils indicated that they were likely to attend the community growing project as part of an outdoor classroom experience within school hours and also with their families in the course of community based activities. If this benefit is valued for them in both capacities, as pupils **and** as members of the community then there is risk of double counting. Accordingly it was felt best to include the value of the health benefits for children within the community stakeholder group.

### Chain of events

Both trainees, and to a lesser extent volunteers, attached significant value to the experience that the activity provided in relation to providing evidence of ability to cope with a work environment. It was acknowledged that workplace experience would improve employability prospects and might result in a job. Although the experience has a degree of integral value it is prized highly as it is perceived as a stage in the ultimate progression to paid employment.

### ACDI

ACDI is an enabling organisation that will provide impetus and input to the project. Both the organisation and the individual directors who comprise its management board will experience change independently. It is important to distinguish between the two. The individuals who serve as Directors may acquire skills through activities related to their role but will retain them in an individual capacity independent of the organisation. The organisation as an entity has a distinct presence that exists regardless of the people who serve on its board and may experience change in that capacity.

### Input

The level of input into the project is based on estimates that have been, or are likely to be, used for funding applications. These are subject to variance. The different elements of the overall activity, the community growing sessions and the work placed horticultural training are each independent and could operate separately. The analysis has been undertaken on the basis that both elements are proceeding and should this not be the case the impact of the project would be significantly affected and the outcomes identified would have to be reviewed.

### Impact

Certain stakeholder outcomes were identified, measured and valued for stakeholders but the impact of each was negligible in calculating the rate of return. For this reason the outcomes below have not been included in the final calculation.

Stakeholder	Outcome	Quantity	Value	Less Deadweight	Less Displacement	Less Attribution	Less Drop Off	Impact
community	participants have the opportunity to meet others and establish new social contacts	56	£4	10%	0%	20%	0%	£141.12
volunteers	volunteers are more confident and get a sense	10	£10	18%	0%	20%	0%	£65.60

	of achievement from helping others							
Participating Schools	Increased participation in environmental extracurricular activities	40	16	25%	0%	50%	0%	£240.00

## Conclusion and recommendations

### 7.1 Conclusion

This forecast allows ACDI to demonstrate the value offered by the community growing and horticultural training facility to the local community and enables those groups who will experience benefits to be identified.

Community growing will provide opportunities to improve social cohesion, help generate civic pride and assist in improving the appearance of the area. Individual members of the community will feel better, be healthier and gain new skills. The social enterprise element, and related volunteering activities, will increase individuals' employability prospects.

There are likely to be additional benefits, particularly in relation to improved health as a result of physical activity, which it has not been possible to identify and measure. There are also potentially adverse effects on local businesses by a potential reduction of their customer base. Both these aspects need to be explored further.

Whilst having a community survey undertaken by a professional organisation has been extremely useful, and has helped to produce robust data, additional work is required in relation to identifying potential outcomes for individuals within priority groups. The survey included some work with focus groups, however this covered many areas and more detailed information on the perceived benefits of community growing and horticultural training and their potential value is required.

ACDI have still to decide on the final form the growing and training project will take and this analysis will allow them to use the predicted outcomes for potential participants to ensure that they meet their planned objectives. It will also provide a framework for future evaluation.

### 7.2 Recommendations

#### **R1. ACDI should use the information in this analysis to assist in developing a community growing and training model that satisfies their desired outcomes**

ACDI are still in the process of developing and refining those elements that will be included within the community growing and training project and have not yet considered fully the details of any programme plan. This analysis allows them to identify those areas of activity that are likely to have the greatest impact.

Using a social enterprise model is very important to ACDI as it makes the growing and training model viable and is essential for its sustainability. This analysis has identified that selling high quality plants and produce at low prices offers significant wider benefits to the local community.

In relation to the actual employment training programme that will be provided the greatest impact is likely to come from activities that relate to participants gaining confidence and experiencing a workplace environment. In planning the content of any training programme, the activities that will result in participants achieving these changes should be given a priority and prominence that may not originally have been contemplated.

The areas that have the greatest impact on volunteers are very similar but to a lesser extent. Again this should be reflected in the way any volunteers support or training programme is structured.



## **R2. This analysis should be used as the basis for future project planning**

This analysis can be used as the basis of a framework for planning and evaluating future projects, however before this can happen additional work is required. ACDI will need to set up systems to identify and measure the changes experienced by stakeholders. They will also need to identify indicators and data collection methods to measure those outcomes that were identified but could not be valued.

## **R3. Ways of assessing and measuring the physical benefits of the project should be discussed with interested local groups and agencies**

It is likely that the project will have a fairly significant effect on the health of **all** participants. Whilst it has been possible to identify and value the health benefits of taking part in a physical outdoor activity any wider health benefits have not been fully considered. Unfortunately within the time allotted to undertake the analysis it was not possible to identify and engage with individuals or agencies with the relevant interest or expertise to assist in exploring this aspect further. ACDI should identify local health service providers in both the statutory and voluntary sectors and discuss the wider health benefits the project might deliver and how these could be identified and measured. These could include local medical practices, school nurses and the community health inclusion project. This may result in new partnerships and will assist ACDI to develop appropriate and relevant data collection systems.

## **R4. Consultation should be undertaken with priority or target groups to confirm their likely outcomes, and to assess the value that has been placed on those outcomes already identified by the community**

It is possible that certain groups within the community, for example individuals who have been unemployed for lengthy periods or single parents on low incomes may experience benefits from the project that have not been identified, or might place a higher value on some of the reported outcomes. For example gaining work experience and practical skills that improve employability prospects is likely to be of greater value to someone who has been unemployed for several months than it would be to an individual who is in work. Although to an extent the views of members of priority groups would have been reflected in the consultation process further investigation, particularly in relation to the outcomes experienced, might be merited. ACDI should consider which groups within the community are likely to benefit most from the project and verify with them the findings of the community survey and financial proxies used.

## **R5. A method of calculating CO2 savings in local food miles should be produced.**

This might require technical or professional support and will probably only be possible when a more detailed plan of the physical activities provided by the project is prepared.

## **R6. Any local organisations and agencies who might make a significant contribution to the outcomes of the community growing and horticultural training facility should be identified**

Initial indications are that there are very few local organisations who might contribute to the outcomes that will be delivered by the community growing and training facility. This assertion can be made in absolute confidence in relation to the outcomes delivered by the horticultural and training aspects of the activity. There is less certainty in regard to benefits related to volunteering and personal development. Occasional health walks are provided and the impact these have on physical fitness levels is not known.

ACDI could not identify any local organisations that might be contributing significantly to the outcomes likely to be achieved by the project but this should be confirmed.

**R7. Ways of establishing and measuring the duration of the outcomes with greatest impact should be considered**

In the absence of any data the likely duration of some outcomes was assessed at lasting for only one year. Whilst it was thought some might last longer there was no evidence to support this belief. Measures should be put in place to assess the duration of some of the most important outcomes. Exploratory work on this could commence immediately by discussing with trainees who had previously participated in the growing programme at the geodesic greenhouse the length of time the benefits they had experienced had endured.

**R8 The impact of the project on surrounding villages should be considered**

There are indications that those satellite villages in close proximity to Auchinleck, e.g. Catrine might also benefit from the community growing and training project. Some individuals living in local villages have indicated a willingness to be involved in community growing activities and to purchase produce and plants. This should be explored further as it will increase the impact of the project. The community benefits provided by the activity would be significantly enhanced by increasing participation levels.

## Appendix 1: Audit trail and impact map information

### 1.1 Stakeholders identified who were included or excluded

Stakeholder	Included/ excluded	Rationale
Community	Included	Likely to experience significant outcomes and the main beneficiary
Volunteers	Included	Likely to experience significant outcomes and a key beneficiary
Participants in employability programme	Included	Likely to experience significant outcomes and a key beneficiary
Local shops	Excluded	The community survey suggested that 72% of respondents consume more than 4 portions of fruit and vegetables a day. This is considerably higher than the UK average which is 2-3 a day. 62% of those surveyed buy fruit and vegetables from the local supermarket. The exact percentage of their weekly household spend at the supermarket that can be allocated to the purchase of fruit and vegetables is not known. This is an area that has been identified for further investigation but given that it is not of material significance and involves commercial sensitivities it was not felt appropriate for discussion at this stage.
Auchinleck Self Help Group	Excluded	Outcomes not significantly different for other members of the community and to avoid double counting considered as part community responses
Secondary School	Excluded	Preliminary discussions identified that the most likely benefits would be in relation to work experience/ training. Senior pupils are potential beneficiaries of the employment scheme and their outcomes are considered in the employability programme
ACDI as an entity and individual directors	Included	Likely to experience significant outcomes
BCTV	Excluded	Not likely to play a part in new project
NHS	Excluded	No evidence of input or cost savings. Initial discussions identified a lack of data to evidence the therapeutic benefits of growing and this has been highlighted as worthy of further exploration
Local Primary Schools	Included	Likely to experience significant outcomes

East Ayrshire Council	Included	Role is primarily enabling and may input resources.
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## **1.2 About the ‘included’ stakeholders**

### **1.2.1 The Community**

There are approximately 1500 households in Auchinleck which has a population of around 3,700. Auchinleck is a small village and had strong links to the mining and manufacturing industries and, as a result, has higher than average levels of unemployment. Many young people have never worked whilst older people who may have lost jobs in the current economic climate struggle to find employment.

### **1.2.2 Participants in training scheme**

Trainees are likely to come from within the local community or neighbouring villages. Individuals consulted had previously taken part in other horticultural activities provided by the project as Future Jobs Fund Trainees.

### **1.2.3 Volunteers**

Volunteers who participate will live within the local community or neighbouring villages. Individuals consulted had previously volunteered with the organisation

### **1.2.4 Auchinleck and St Patrick’s RC Primary School**

Auchinleck Primary School has 239 pupils and is located a few kilometres from the proposed growing site.

St Patrick's is a Roman Catholic Primary School covering the areas of Auchinleck, Mauchline, Catrine, Sorn, Coylton and Drongan and is located immediately adjacent to the planned project location.

### **1.2.5 ACDI and Directors**

ACDI is a charitable company limited by guarantee whose board of directors is made up of a small group of committed local volunteers. The organisation delivers several community based activities including a regular community newsletter and an annual music festival. A small group of dedicated members formed an SROI steering group who reviewed progress and information and offered advice and assistance.

### **1.2.6 East Ayrshire Council**

East Ayrshire Council is committed to providing services effectively and at a consistently high level for all its communities. The area has 32 elected members and approximately 6,000 employees who serve more than 120,000 residents. Kilmarnock is the largest town in East Ayrshire and the council Headquarters.

### 1.3 Engagement methods for ‘included’ stakeholders

#### Overview

Stakeholder	Method of Engagement	Date	Number
The community	Questions included as part of larger questionnaire Focus groups	February 2011 April 2011	306
Primary School	Interactive quizzes, games and drawing Staff one to one interviews	February and April 2011	73 3
<i>East Ayrshire Council (enabling role)</i>	<i>Interviews</i>	<i>April 2011</i>	3
Volunteers	Focus group Individual Interviews	February and April 2011	10 3
ACDI	Discussion Interviews	November 2010 to April 2011	6
Previous Future Jobs Fund Participants	Focus group Individual Interviews	April 2011	9 2

#### Consultation

Throughout the course of the analysis consultation took place to identify outcomes and indicators, agree financial proxies and review findings. A small sub group of directors of ACDI facilitated the process.

It is worth mentioning that negative outcomes were not identified by any of the stakeholder groups although several opportunities to identify any negative changes were offered to each stakeholder group

#### 1. Children and young people

Three separate visits to local schools took place and pupils were asked to identify what would change for them using a variety of interactive techniques. These included a True/False run around quiz, drawing pictures to identify likely changes and follow up discussion to consider how these would be identified.

Each session with young people lasted about an hour and the balance of activities reflected the age and capacity of the pupils. For groups of younger children the focus was on drawing whilst with older pupils it was possible to include discussion sessions. Each session started with young people being shown pictures of different types of community growing projects to make sure their views were based on informed and shared understanding.

Children were asked to draw a picture of their ideal community growing place. Some imaginative drawings were produced containing swings, fish ponds and even chickens! Fortunately all the pictures included flowers and a variety of colourful vegetables.

When the drawings were finished children were asked to describe and discuss what might change for them if they could visit the garden.

Responses were varied and included, “ *learn how to dig*”, “ *have a place to lie in the grass*” and “ *watch the sun*”. Several children suggested it would be good place for them to visit with their parents and the benefits of this joint activity on family relationships would be worth exploring further.

When discussion on the pictures drawn had finished, older children took part in a true /false activity quiz. This was based on those outcomes which it had been predicted they would experience and included some random questions to predict the accuracy of responses. The questions to which a true/ false response was required were as follows:

Being able to go to the community garden means I will

Know more about planting flowers and vegetables

Learn how to use tools safely

Make new friends

Watch more TV

Feel healthier

Eat more vegetables

Get on better with my parents

Eat more sweets

Be outside more

Know more about my environment

Feel happier

Go to school more

Be able to do something I couldn't do before

At strategic intervals the session was halted and children asked to explain their response. For example if children had agreed that they did feel healthier they were asked “ *in what way?*” and “ *how do you know?*”

The session concluded for older children with participation in a ranking and monetising session in which dot voting was used to rate which of a series of activities, including community growing, was preferred. All the other activities which were included were those to which it was possible to attach a monetary value, for example going swimming. In this way it was possible to gauge the financial value they placed on growing by equating it to the value of other activities.

Whilst attending the school structured interviews took place with teaching staff using open ended questioning.

## **2 Work experience trainees**

To try to identify the likely outcomes that would be experienced by participants in the training scheme it was decided to consult a group of young people who were currently, or had recently been, Auchinleck Future Jobs Fund Trainees. The present scheme consists of growing plants to sell to local people and organisations. Plants are grown in geodesic greenhouses on small pieces of land and the venture is supported by a limited number of trainees.

Work experience for both groups of trainees, current and future, is provided through social enterprise activities. Experiences gained from operating the current training scheme will form the basis of developing a larger, more comprehensive, training programme that will be delivered from the community growing and training facility.

The consultation session took the form of small group discussions on the benefits individuals had experienced as a result of taking part. Questions were open ended and a variety of responses encouraged. Examples included:

What has changed for you by working at the garden? And how do you know this?

What skills do you have now?

Do you feel differently?

Has your life changed?

This was followed by individual reflection and group discussion to decide which of the changes experienced were most important. The session concluded with a general discussion on the value of being able to take part in the training programme

All the trainees agreed, "*it was great to have a job*".

### **3. Volunteers**

There are limited locally based community growing volunteering opportunities so a focus group composed of volunteers who had some community growing experience and others who took part in other forms of volunteering activity was organised. Participants were asked non-leading questions about the real or perceived benefits of voluntary work that supported community growing or which helped young people to gain skills.

Having identified potential changes discussion took place as to how these could be measured and which were most important. For those considered particularly valuable an exercise based on contingent valuation was carried out.

### **4. Community**

ACDI is currently exploring a series of potential activities which include establishing a social enterprise to produce geodesic greenhouses, a community café and the community growing and training facility. To establish the level of local interest ACDI secured funding to carry out a community consultation. The survey was carried out by ibp Strategy and Research. 306 interviews of households in Auchinleck took place during February 2011 on a door-to-door basis. The survey was undertaken on a random sampling basis and every 6<sup>th</sup> household was contacted. It was agreed that a few questions would be included which related to potential outcomes from the community growing and horticultural training project. The responses to questions related to community growing are outlined below.

It wasn't possible to include open questions in the survey, so although it offered an opportunity to get the views of a relatively large number of individuals it had limitations. In an attempt to ask more open questions, focus groups were held at which it was possible to explore in more detail with participants potential outcomes and how they would be measured. This was achieved by encouraging open discussion about the potential benefits of community growing on both an individual and community basis. Individuals were also asked to reflect on any potential disadvantages. The findings in the open ended discussions were very similar to those expressed in the community survey and no 'new' outcomes were identified, as a result there can be a degree of confidence in the results expressed in the community survey.



*Question in community survey*

*Thinking about the community growing project which of the following benefits do you think it would provide you with?*

Benefit	%
The ability to get cheap fruit and vegetables	73%
Plants for your garden	15%
Better knowledge of gardening	10%
An opportunity for outdoor physical activity	4%
A place to meet people	2%
Another benefit	1%
None of the above	24%
<i>Base</i>	306

It is clear from the table above that respondents' main perceived benefit of a community growing project would be the ability to get cheap fruit and vegetables (73%).

Residents were also asked the number of hours they would be willing to take part in a community growing project: 26% said less than an hour a week, 4% said between 1 and 4 and 1% said more than 7.

## **5. ACDI**

Detailed discussions took place with ACDI directors at board meetings and also in an individual capacity.

## 1.4 Outcomes identified but not measured

During the study, some outcomes were identified which were not included in the final impact map:

Stakeholder	Outcome	Indicator and proposed method of measurement	Rational for exclusion
Community	Food miles	Not yet identified	Not possible to measure at this stage
Community, volunteers, school pupils and trainees	Benefits on health of outdoor physical activity	Not yet identified	Not possible to measure at this stage
Local shops	Effect on local suppliers of alternative sources of fruit and vegetables	Not yet identified	Not appropriate to measure at this stage. This was not identified as a negative outcome by any of the stakeholders but was highlighted by the author of the analysis
Community: families	Improved relationship between parent and child resulting in better quality family life	Parents and children report fewer arguments/ Parents and children engage in more joint activities  Questionnaire before and after activity	Not possible to measure at this stage  Needs further discussion with parents and children

## 1.5 Financial proxies

All of the outcomes that were included had a financial proxy assigned to them.

Stakeholder	Outcome	Description of financial proxy	Value	Source
Community	participants gain horticulture skills and can apply them safely (planting, path clearing, using tools)	training course	£100	Average cost of a two day introductory course to horticulture
	<i>participants have the opportunity to meet others and establish new social contacts</i>	<i>cost of membership of a club</i>	£4	<a href="#">Kingston People   Kingston Horticultural Society - A Hidden Gardening Treasure In Kingston</a>
	participants understand how to prepare and cook healthy meals, have a better diet and feel fitter	healthy eating course	£25	<a href="http://healthypompey.com/favicon.ico">http://healthypompey.com/favicon.ic</a> <a href="#">o</a>
	members of the community will have better access to cheap fruit and vegetables and can eat more healthily and feel better	predicted household savings	£50	Savings on annual household spend of a weekly send of £5 on fruit and vegetables
	village has a series of initiatives that reduce carbon emission and increase the quality and sustainability of their environment by making a contribution to greenhouse gas emission	predicted value	£41,961	GHG emission calculation (see below)
	participants are able to enhance the amenity of the area in which they live and feel a sense of pride	predicted household savings	£70	<a href="#">Over the course of an average year the British public spend over £70 on flowers and plants Business Find News » Blog Archive » Brits Spend £7.7b On Garden Maintenance According To HSBC Survey</a>
	participants have an Increased sense of wellbeing by taking part in outdoor activities	gym activity	£5	Cost of entrance to local gym
Participants in employability training programme	participants gain basic horticulture skills and can apply them safely (planting, path clearing, using tools)	training course	£100	Average cost of a two day introductory course to horticulture
	participants gain advanced skills in use of trailers and chain saws	training course	£750	<a href="http://www.sac.ac.uk/learning/training/">http://www.sac.ac.uk/learning/trai</a> <a href="#">ning/</a>

	participants have an Increased sense of well being	cost of intensive course on self-esteem and confidence	£1,400	<a href="http://www.neweconomics.org/publications/improving-services-for-young-people">http://www.neweconomics.org/publications/improving-services-for-young-people</a>
	have learned what it is like to work/ experience can be included in CV/ referees	cost of support for employability	£826.80	<a href="http://www.direct.gov.uk/en/Employment/Employees/TheNationalMinimumWage/DG_10027201">http://www.direct.gov.uk/en/Employment/Employees/TheNationalMinimumWage/DG_10027201</a> <a href="http://campaigns.dwp.gov.uk/campaigns/futurejobsfund/pdf/fjf-guide.pdf">http://campaigns.dwp.gov.uk/campaigns/futurejobsfund/pdf/fjf-guide.pdf</a>
	participants gain team building and communication skills	cost of tailored course in team building and communication	£500	<a href="#">Team Building Courses at Courses Plus</a>
Volunteers	participants have an Increased sense of wellbeing, confidence and are fitter	basic training course	£500	<a href="http://www.centreforconfidence.co.uk/index.php">http://www.centreforconfidence.co.uk/index.php</a>
	participants gained horticulture skills and can apply them safely (planting, path clearing, using tools)	training course	£100	Average cost of a two day introductory course to horticulture
	<i>volunteers are more confident and get a sense of achievement from helping others</i>	<i>small gift or prize</i>	£10	<i>Average cost, identified by focus group, of thank you gift</i>
	additional skills, experience and confidence gained have enhanced chances of employment	one day employability skills course	£195	<a href="http://www.sbskills.com/prices.html">http://www.sbskills.com/prices.html</a>
Participating Schools	<i>Increased participation in environmental extracurricular activities resulting in increased awareness of growing and the environment</i>	<i>cost of a club</i>	£16	<a href="http://www.rspb.org.uk/supporting/join/youth.aspx">http://www.rspb.org.uk/supporting/join/youth.aspx</a>
	provision of outdoor learning context for core skills	cost of visit to similar establishment	£39.75	<a href="http://www.icktraining.co.uk/content/content-courses/challenging%20behaviour%20course.html">http://www.icktraining.co.uk/content/content-courses/challenging%20behaviour%20course.html</a>
	participants gained horticulture skills and can apply them safely (planting, path clearing, using tools)	training course	£100	Average cost of a two day introductory course to horticulture
ACDI (individual directors)	members have acquired new skills in relation to joint working resulting in personal and professional development	team working/ building course	£451	Various internet sites
ACDI organisation	improved relationships externally and internally result in new	% of funding application	£10000	Funding award (As reported by ACDI)

	partnerships and joint funding bids			
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### Reduction in CO2 emissions

This information was provided by ACDI and was prepared with technical advice and support.

<b>Expected reduction in CO<sub>2</sub> emissions (tonnes) during 2011/12:</b>	77 tonnes pa								
<p>ACDI's initial proposals involve 486m<sup>2</sup> of shallow raised beds (300mm soil); an Identical area of medium raised beds (400mm soil) and 108m<sup>2</sup> of deep beds suitable or wheelchair users. The total area of raised beds for growing salad and root vegetables is therefore 1080m<sup>2</sup>.</p> <p>The local food production report states that the estimated avoidable GHG emissions per square metre of raised bed is 1.5kg. The Quarry Knowe raised beds would therefore reduce the Auchinleck GHG emissions by 1080x 1.5 = 1.62 Tonnes pa.</p> <p>The garden waste would be composted and fed into the wormery. The worms would go to feed the fish in the pilot aquaponics project and the waste from the fish would produce fertiliser for the salad crops all the year round, while the compost would be used as an organic fertiliser for the raised beds. The area of growing medium in each of the 6 metre diameter domes is estimated at 36m<sup>2</sup> using a multi-tiered arrangement. The 72 m<sup>2</sup> available in the two domes would be equivalent to 4 times that area of raised beds when consideration of the extended growing period and intensive production from this type of system is taken into account. The calculation for GHG emission reduction is therefore 72x4 x1.5kg Co<sub>2</sub>, which is 0.43tonnes pa.</p> <p>It is anticipated that the Healthy Eating Co-ordinator would influence 200 homes in the first year and that this intervention would reduce food wastage by 33%. From the data provided in the Low Carbon Route Map, it is estimated that 216kg of GHG emissions would be avoided by each household's composting. The calculation for this is therefore 200 homes x 216kg of Co<sub>2</sub>, which is equivalent to 43.2 tonnes.</p> <p>It is estimated that the activities of the Energy Advisors visiting 150 homes would influence 100 households and that the average reduction in energy consumption would be 50kwh per month per household. Using a Defra figure of 100kwh = 0.543kg Co<sub>2</sub> results in a reduction per household of 27kg Co<sub>2</sub> per month and a total in a year of 32.4 tonnes of Co<sub>2</sub> pa.</p> <p>The result of the local food production would be a reduction in food miles, however we do not know how to calculate the effect of this at this point in time.</p> <p><b>Summary of GHG savings;</b></p> <table> <tr> <td>Raised beds</td> <td>1.6 tonnes Co<sub>2</sub></td> </tr> <tr> <td>Geodesic Domes</td> <td>0.43 tonnes</td> </tr> <tr> <td>Reduction in food waste</td> <td>43.2 tonnes</td> </tr> <tr> <td>Actions of Energy Advisors</td> <td>32.4 tonnes</td> </tr> </table> <p>Estimated reduction in GHG emissions is 77 tonnes pa.</p>		Raised beds	1.6 tonnes Co <sub>2</sub>	Geodesic Domes	0.43 tonnes	Reduction in food waste	43.2 tonnes	Actions of Energy Advisors	32.4 tonnes
Raised beds	1.6 tonnes Co <sub>2</sub>								
Geodesic Domes	0.43 tonnes								
Reduction in food waste	43.2 tonnes								
Actions of Energy Advisors	32.4 tonnes								

## 1.6 Deductions to avoid over-claiming

Stakeholder	Outcome	Rationale for deadweight	Rationale for attribution	Rationale for displacement
Community	participants gain horticulture skills and can apply them safely (planting, path clearing, using tools)	10% Evidence from community survey of individuals interested in gardening	0% No other horticultural projects within 10 km	0% Similar opportunities not available
	<i>participants have the opportunity to meet others and establish new social contacts</i>	10% <i>Estimate from attendance at other community activities</i>	0% <i>No other locally based activities provide intensive contact in the outdoors over a prolonged period</i>	0% <i>Similar opportunities not available</i>
	Participants understand how to prepare and cook healthy meals, have a better diet and feel fitter	10% Evidence from community survey of individuals interested in eating healthy foods	0% No other locally based activities	0% Similar opportunities not available
	community members have better access to cheap fruit and vegetables and can eat more healthily and feel better	25% Evidence from community survey	20% Healthy eating campaigns and strategies e.g. CHIPs	25% Other sources of fruit and vegetables e.g. local shops are likely to be affected
	participants are able to enhance the amenity of the area in which they live	10% Evidence from community survey of individuals interested in gardening	10% Individuals already buying plants from other ACIDI initiatives	0% Similar opportunities not available
	participants have an increased sense of well being	25% Evidence from community survey	0% No other locally based activities provide intensive contact in the outdoors over a prolonged period	0% Similar opportunities not available
	participants have an increased sense of wellbeing by taking part in outdoor activities	28% Reflects fact that physical activity levels are lower in areas of deprivation  (Scottish Public Health Observatory)	0% A health walk is provided on an occasional basis by ChiP but attendance numbers are low	0% Similar opportunities not available

Participants in formal employability programme	participants gain advanced horticulture skills and can use them to work confidently and safely	10% Number of participants who reported taking part in other gardening activities	10% Contribution from other activities not known but not considered likely	0% No similar programme on offer locally
	participants have an increased sense of well being	0% Based on previous experiences participants indicated that the scheme was unique and unlike many other work place training schemes allowed them to feel good about working together/ helping the local community	10% Contribution from other activities not known but not considered likely	0% No similar programme on offer locally 0%
	participants gain advanced skills in use of trailers and chain saws	10% Likelihood of attending other work place training schemes	10% Contribution from other activities not known but not considered likely	0% No similar programme on offer locally
	have learned what it is like to work/ experience can be included in CV/ referees and have improved employability prospects	10% Likelihood of attending other work place training schemes	10% Contribution from other activities not known but not considered likely	0% No similar programme on offer locally
	participants gain team building and communication skills	10% Likelihood of attending other work place training schemes	10% Contribution from other activities not known but not considered likely	0% No similar programme on offer locally
Volunteers	participants have an increased sense of wellbeing, confidence and are fitter*	18% National research on % of population volunteering	0% No similar volunteering opportunities available	10% Contribution from other activities not known but not considered likely
	participants gained horticulture skills and can apply them safely (planting, path clearing, using tools)	5% Higher skill levels beyond those gained from basic gardening will be acquired	0% No similar volunteering opportunities available	0% Lack of local opportunities to volunteer in this field
	<i>volunteers are more confident and get a sense of achievement from helping others</i>	18% <i>National research on % of population volunteering</i>	0% <i>No similar volunteering opportunities available</i>	20% <i>Contribution from other activities not known but considered possible</i>

	additional skills, experience and confidence gained have enhanced chances of employment	18% National research on % of population volunteering	0% No similar volunteering opportunities available	5% Limited skills based volunteering opportunities available locally
Participating Schools	<i>Increased participation in environmental extra-curricular activities</i>	25% <i>Data from school</i>	50% <i>Contribution from other activities not known but considered likely</i>	0%
	provision of outdoor learning context for core skills	25% Data from school	0% No other horticultural projects within 10 km	0%
	participants gained horticulture skills and can apply them safely (planting, path clearing, using tools)	25% Data from school	50% Contribution from other activities not known but considered likely	0%
ACDI Individual Directors	members have acquired new skills in relation to joint working resulting in personal and professional development	25% As a result of their roles outside ACDI some directors reported being able to acquire skills through other routes	75% ACDI directors are working with new organisations on other areas of interest and this will assist in the process of learning about how best to deal with unfamiliar organisations/ individuals	0%
ACDI as an entity	improved relationships externally and internally	25% ACDI are a proactive organisation with a strong community identity	75% ACDI are promoting other projects and activities which offer similar benefits	0%



## 1.7 Duration and drop off assumptions

Stakeholder	Outcome	Duration	Drop off	Rationale
Community	participants gain horticulture skills and can apply them safely (planting, path clearing, using tools)	3 years	25%	Skills acquired will endure but will reduce each year if not used
Participants in formal employability programme	participants gained horticulture skills and can apply them safely (planting, path clearing, using tools)	3 year	25%	Skills acquired will endure but will reduce each year if not used
	participants gained skills in use of trailers and chain saws	3 years	25%	Skills acquired will endure but will reduce each year if not used
	have learned what it is like to work/ experience can be included in CV/ referees and have improved employability prospects	3 years	0%	These skills will remain of interest to a prospective employer for at least 3 years
	participants gain team building and communication skills	3 years	0%	Skills acquired will endure and will be used out with the activity
Volunteers	participants gained horticulture skills and can apply them safely (planting, path clearing, using tools)	3 year	25%	Skills acquired will endure but will reduce each year if not used
	additional skills experience and confidence gained have enhanced chances of employment	3 years	25%	These skills will remain of interest to a prospective employer for at least 3 years
School pupils	participants gained horticulture skills and can apply them safely (planting, path clearing, using tools)	3 years	25%	Skills acquired will endure but will reduce each year if not used

## 1.8 Information on quantities

Stakeholder	Numbers achieving outcomes	Rationale
Local community	<ul style="list-style-type: none"> <li>• 283 participants have gained horticultural skills and can handle tools safely</li> <li>• 56 participants have increased social contact with others</li> <li>• 25 participants attend health eating classes</li> <li>• 2097 community members have better access to cheap fruit and vegetables and can eat more healthily and feel better</li> <li>• 1 community village is able to make a contribution to carbon offsetting by reducing food miles</li> <li>• 430 community members have access to cheap high quality plants and advice on how to grow them</li> <li>• 113 participants feel better and have an opportunity for outdoor activity. It is assumed that each participant will take part once a week for 50 weeks. This equates to 5650 outdoor activity sessions</li> </ul>	<ul style="list-style-type: none"> <li>• 10% of respondents in the community survey identified this as a benefit</li> <li>• 2% of respondents in the community survey identified this as a benefit</li> <li>• 1% of respondents in the community survey identified this as a benefit</li> <li>• 73% of respondents in the community survey identified this as a benefit</li> <li>• The calculation is done on the basis of a community contribution</li> <li>• 15% of respondents in the community survey identified this as a benefit</li> <li>• 4% of respondents in the community survey identified this as a benefit</li> </ul> <p>In the community survey carried out, 306 households were surveyed and the responses were expressed as a %. This was then extrapolated and recalculated as a % of the total population</p>
Participants in formal employability programme	<ul style="list-style-type: none"> <li>• 30 participants have gained horticultural skills and can handle tools safely</li> <li>• 30 participants have enhanced horticultural skills</li> <li>• 30 feel better and are more confident and have increased personal esteem</li> <li>• 30 participants have gained experience of a workplace environment and improved employability prospects</li> <li>• 30 participants have improved communication skills and can work</li> </ul>	<ul style="list-style-type: none"> <li>• These figures are based on anticipated numbers of programme trainees. Based on delivery of the current programme it is anticipated that participants will all achieve the identified outcomes.</li> </ul>

	better in a team	
Volunteers	<ul style="list-style-type: none"> <li>• 30 volunteers feel better and are more confident</li> <li>• 30 volunteers have gained horticultural skills and can handle tools safely</li> <li>• 10 older volunteers feel a sense of value by transferring skills</li> <li>• 30 volunteers can record new skills on their cvs</li> </ul>	<ul style="list-style-type: none"> <li>• These figures are based on anticipated numbers of volunteers. It is recognised that fewer volunteers will be in a position to transfer skills to the young trainees and this is reflected in the reduced number of volunteers likely to meet this outcome.</li> </ul>
Local school	<ul style="list-style-type: none"> <li>• 40 pupils have joined eco and gardening clubs</li> <li>• 100 pupils have opportunities for outdoor learning</li> <li>• 40 have gained horticultural skills and can handle tools safely</li> </ul>	<ul style="list-style-type: none"> <li>• These figures are based on school records</li> </ul>
ACDI	<ul style="list-style-type: none"> <li>• 5 meetings will be held with others to discuss new initiatives</li> </ul>	<ul style="list-style-type: none"> <li>• This is based on information from ACDI and reflects current experience.</li> </ul>

## 1.9 Calculation

Stakeholder	Outcome	Quantity	Value	Less Deadweight	Less Displacement	Less Attribution	Less Drop Off	Impact
Community	participants gain horticulture skills and can apply them safely (planting, path clearing, using tools)	283	£100	10%	0%	0%	25%	£25,470.00
	Participants understand how to prepare and cook healthy meals, have a better diet and feel fitter	25	£25	10%	0%	0%	0%	£585.00
	members of the community will have better access to cheap fruit and vegetables and can eat more healthily and feel better	2097	£50	25%	25%	20%	0%	£47,182.50
	village has a series of initiatives that reduce carbon emission and increase the quality and sustainability of their environment by making a contribution to greenhouse gas	1	£41,961	0%	0%	0%	0%	£41,960.50
	participants are able to enhance the amenity of the area in which they live and feel a sense of pride	430	£70	10%	0%	10%	0%	£24,381.00
	participants have an Increased sense of wellbeing by taking part in outdoor activities	14716	£5	25%	0%	0%	0%	£55,185.00

Participants in employability training programme	participants gain advanced horticulture skills and can use them to work confidently and safely	30	£500	10%	0%	10%	25%	£12,150.00
	participants gain advanced skills in use of trailers and chain saws	30	£750	0%	0%	10%	25%	£20,250.00
	participants have an Increased sense of well being	30	£1,400	10%	0%	10%	0%	£34,020.00
	have learned what it is like to work/ experience can be included in CV/ referees	30	826.8	10%	0%	10%	25%	£20,091.24
	participants gain team building and communication skills	30	£500	10%	0%	10%	25%	£12,150.00
Volunteers	participants have an Increased sense of wellbeing, confidence and are fitter	30	£500	18%	0%	10%	0%	£11,070.00
	participants gained horticulture skills and can apply them safely (planting, path clearing, using tools)	30	£100	5%	0%	0%	25%	£2,850.00
	additional skills, experience and confidence gained have enhanced chances of employment	30	£195	18%	0%	5%	25%	£4,557.15
Participating schools	provision of outdoor learning context for core skills	100	39.75	25%	0%	0%	0%	£2,981.25
	participants gained horticulture skills and can apply them safely (planting, path clearing, using tools)	40	£100	25%	0%	50%	25%	£1,500.00

East Ayrshire Council	many outcomes are achieved through other stakeholders							£0.00
ACDI (individual directors)	members have acquired new skills in relation to joint working resulting in personal and professional development	5	451	25%	0%	75%	0%	£422.81
ACDI (organisation)	improved relationships externally and internally result in new partnerships and joint funding bids	1	10000	25%	0%	75%	0%	£1,875.00

### Totals

	Year 1	Year 2	Year 3	Year 4	Year 5	Total Social Return	Total Present Value (PV)
<b>Impact Value</b>	£285,591.45	£72,745.04	£54,558.78	£0.00	£0.00	£412,895.28	£393,050.94

The SROI calculation is expressed as a ratio of return from investment. It is derived from dividing the monetised value of the sum of all the benefits by the total cost of the investment. To get the true value of the impact it must first be adjusted to reflect its Present Value (PV); this process is called discounting and reflects the present day value of benefits projected into the future. PV is applied to those values that have been projected for longer than 1 year. The interest rate used to discount the value of future benefits is 3.5%; the recommended discount rate for public funds in the Government Green Book<sup>13</sup>.

In this report the following figures were used to calculate the social return on investment.

- the total present value (PV) is £393,050.94
- the total investment figure in the same period to generate this value is £121,532.00

The SROI ratio is calculated by dividing the present value by the investment.

The social return from investing the community growing and horticultural training facility is predicted to be in the region of £3 for every £1 invested.

<sup>13</sup> HM Treasury. The Green Book, Appraisal and Evaluation in Central Government  
<http://www.nhstayside.scot.nhs.uk/chp/pkchp/focus/6.pdf>

## Appendix 2: The Principles of SROI

Principle	Description
Involve stakeholders	Inform what gets measured and how this is measured and valued by involving stakeholders
Understand what changes	Articulate how change is created and evaluate this through evidence gathered, recognising positive and negative changes as well as those that are intended or unintended
Value the things that matter	Use financial proxies in order that the value of the outcomes can be recognised. Many outcomes are not traded in markets and as a result their value is not recognised
Only include what is material	Determine what information and evidence must be included in the accounts to give a true and fair picture, such that stakeholders can draw reasonable conclusions about impact
Do not over-claim	Only claim the value that organisations are responsible for creating
Be transparent	Demonstrate the basis on which the analysis may be considered accurate and honest, and show that it will be reported to and discussed with stakeholders
Verify the result	Ensure independent appropriate assurance

The SROI Network has published a comprehensive guide to SROI. This can be downloaded at [www.sroinetwork.org.uk](http://www.sroinetwork.org.uk)

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