



A Social Return on
Investment Analysis
of the Impact of
Global Action Plan
Ireland

October 2017



To reference this report: Isard, Philip, Global Action Plan Ireland – A Social Impact Analysis of the Impact of Global Action Plan Ireland, Dublin, 2017.

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Acknowledgements

The researchers would like to thank the community of Ballymun and the individuals involved in Global Action Plan for their contributions to this research. Many people supported this research by engaging in this process and wanted to contribute honestly and enthusiastically about the value of Global Action Plan and how its programmes made a meaningful contribution to their lives.

Many thanks to Vanessa Moore and the staff of Global Action Plan Ireland who were important to this process and instrumental in organising contact with a wide range of stakeholders. Also, to the teachers, staff and facilitators who gave us the opportunity to meet with participants and young people involved with the Global Action Plan.

To the adults, young people and community members that openly and enthusiastically engaged in this research. Also, to their family members that shared the knowledge and experience with researchers.

Also, this research would not have been possible without the contributions of valued stakeholders working with the Global Action Plan, including: the parents and teachers involved in GAP programmes.

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1 Introduction

Overview

Communities will often find it difficult to place value on things that are the most important to them. For instance, it is easy to estimate the cost of a new gym membership or getting your garden re-done. By comparison it is much more difficult to place a financial value on things such as improved relationships between neighbours, a reduction in littering, or an improved feeling of pride for the local community. However things that are hard to value often have a significant impact on our wellbeing and are consequently more valuable to us than some commercial goods that are easy to value.

Social Return on Investment (SROI) is a way of understanding the impact created by services; SROI uses a specific method to calculate benefits and outcomes that don't have a simple market value, such as a reduction in littering. SROI involves working with those who are impacted by an organisation's programmes to calculate how much change occurred and the value of the change that occurred for them.

Global Action Plan Ireland (GAP) is an environmental non-for-profit working with a range of individuals in Ballymun, a community located in North Dublin. SROI is an approach well placed to assist GAP with understanding the value their programme provides for adults, young people, teachers, Dublin City Council and other community service providers.

A strength of the SROI approach is that it uses well-tested techniques to establish the value of outcomes and uses money as a means of valuing how much these outcomes mean for those who receive them; this in turn allows GAP to compare the value of different programmes that have different outcomes. By allowing a comparison of programmes GAP is well placed to explore how they can maximise their impact for the local community.

Purpose of Evaluation

This SROI evaluation has been commissioned by the Global Action Plan Ireland in order to review and ascertain the following:

- The views of beneficiaries and stakeholders involved in its programmes and the work of the Global Action Plan Ireland;
- The social, behavioural and environmental outcomes that resulted for beneficiaries and stakeholders; most importantly outcomes for participants that were directly involved in the programmes;
- The social value of these outcomes, with the costs incurred while attaining these changes, e.g. to understand how Global Action Plan provides good value for money;
- To explore how Global Action Plan can strategically adapt to improve outcomes for beneficiaries and stakeholders, as well as the value for money proposition.

This SROI is a forecast study for 2018 and 2019, meaning that concrete assumptions about Global Action Plan and its programmes were made to analyse the prospective impact of the organisation for beneficiaries and stakeholders. These assumptions

were made based on data gathered from stakeholder groups engaged in the programme. Further recommendations have also been made to better capture the impact and inform future evaluations for comparison against this forecast analysis: This report covers data gathered from stakeholders that were engaged in GAP programmes between the period of January 2016 to December 2016 to forecast the impact for coming years¹.

Audience

This report is intended for both internal and external audiences, the objectives are as follows:

- For GAP to communicate internally the value of its programme and to inform strategic thinking about how to maximise its impact and its value for money proposition.
- For partner organisations to understand the impact of GAP and its contributions to the community, as well as acknowledge how their support is an important asset to the organisation.
- For funders to recognise the value of their investment in GAP and to support future investment and strategic expansion of its programmes.
- Most importantly, for the individuals involved in the programme to acknowledge the outcomes and the value of GAP from their perspective.

An executive summary is available that aims to make the research findings accessible for a wider audience.

¹ Henceforth, this prospective period will be referred to as the SROI period in the report.

2 Background on Global Action Plan

Introduction and Background on Global Action Plan Ireland

Global Action Plan is part of GAP International, which was founded in 1989 in the United States and Netherlands on the initiative of David Gershon and Bessie Schadee. GAP International is a global network of organisations located in 27 countries. The aim of these organisations is to facilitate behaviour change to promote environmental sustainability.

In 1995 GAP was established in Ireland as a small environmental charity operating out of the Dublin's inner city. GAP's role in Ireland since has been to maximise the effect that communities have on environmental problems. GAP has taken an approach that centres on empowering communities to adopt a greener lifestyle and thereby play a greater role in protecting the environment.

Since 2000, GAP has managed environmental programmes in the community of Ballymun as part of Europe's largest regeneration project. Today GAP is actively involved in the Ballymun community by working with local schools, youth clubs, community centres and local resident organisations.

Also, GAP has become well established in Ballymun as an advocate for improving the local environment. Through its work, GAP has collaborated with a number of local organisations including: primary schools, Tidy Towns, Dublin City Council, Local Diocese of Ballymun and Sillogue in order to best fulfil their mission and objectives.

2.1.1 Range of Programmes and Activities

Global Action Plan provides a wide range of environmental programmes in Ballymun, these programmes focus on working with both children and adults. Core to all programmes is the promotion of environmentally sustainable practices and the aim to increase knowledge about environmental issues. There are a number programmes for young people, which are delivered in primary-level and secondary-level schools, these include:

- **Beautiful Spaces** – An environmental programme and local competition, where schools and youth clubs engage in environmental enhancement and improvement projects such as a local clean up, planting projects or enhancing biodiversity.
- **Water Explorer** – A water-based environmental programme, which educates young people about water-related issues, such as water quality, usage and the benefits of the environment. This programme was considered out of the scope of this evaluation.
- **Youth Gardening** – A gardening programme that teaches young people about growing plants and vegetables and offers an opportunity to visit a local community garden
- **Environmental Stewardship** – An environmental programme that teaches young people about key topics related to safeguarding the environment and activities that can be performed at home that promote environmental stewardship
- **Park Stewardship** – This programme teaches young people about the importance of maintaining local parks, and encourages young people to visit a local park to explore the insects, wildlife, plants and water sources.

There are also a number of programmes for adults, which are delivered at local community centres, community gardens and in local neighbourhoods green open spaces.

- **Community Gardening** – Working collaboratively with local residents, GAP manages a community garden which produces a variety of plants and vegetables and is maintained by local people and community groups
- **Green Living** – This environmental programme teaches adults about important topics on environmental sustainability, with a focus on practices that will reduce their carbon footprint and negative impact on the environment.
- **Greening your Neighbourhood** – This community-based programme involves working with local community to improve the appearance and upkeep of their local green spaces and gardens.

Community Awareness of Global Action Plan

Through the 1990s, Dublin Corporation (now Dublin City Council) received government support for a comprehensive regeneration of Ballymun, which was managed by a Ballymun Regeneration Ltd. Regeneration was a response to deteriorating conditions in Ballymun in the 1970s and 1980s [1] which was an area with the highest proportions of flats in Dublin at the time [2]. This regeneration involved the demolition of high-rise flats and replacement with houses and low-rise flats, as well as accompanying social and economic development programmes with the aim of integrating Ballymun with Dublin [1].

As part of this research into the impact of Global Action Plan for the local community, 22 door-to-door interviews were completed with local residents of Ballymun. The area for the research was selected by GAP staff as one of the localities most likely to be aware of the work of the organisation. Participation in this research was voluntary and completely anonymous.

In the interviews, local residents were asked a set of questions about the value of Global Action Plan's work for the local environment. Additionally, local residents were asked to describe this change in their local community before / after regeneration in Ballymun. Research has highlighted that regeneration included a specific commitment to transforming the nature and quality of Ballymun's environment, including an extensive upgrade of its green spaces, parks and play areas [1]. Generally speaking, most respondents attributed improvements in the local environment or green space to the commitment of local residents and not necessarily the work of Global Action Plan.

Out of the 22 interviews, nearly half (n=10) were aware of the Global Action Plan and their environmental programmes or work locally. Local residents were aware of GAP through their child's involvement in GAP's environmental programme with primary-level and secondary-level school, events and programmes run by GAP in local parks, and through contact with other local organisations.

I heard about GAP through a crèche in Ballymun and I know they've done some work with residents on our green space. (Local Resident 2)

I have seen them in the park with the kids, but didn't know their name (Local Resident 13)

When asked to describe change in the upkeep or maintaining of the local green space, the majority of residents (n=21) reported an improvement since regeneration. When asked to describe this change, in terms of a scale between one to ten, residents reported this change as an average score of 5-points before / after regeneration. Residents attributed 30% of this improvement to the work of GAP, slightly lower than the involvement of Dublin City Council and work of local residents respectively.

The local community has done a lot of work to plant lots of flowers and boxes around the community, because people take pride in where they live. (Local Resident 4)

Local residents were also asked to describe any change in littering, graffiti or anti-social behaviour before / after regeneration. 86% of local residents (n=19) reported a reduction in this area, with 10% of this work being attributed to involvement of Global Action Plan.

People have a lot pride about our community. They realise that you have to work yourself to make our neighbourhood better. GAP got a few people invested in helping the community, and these people have since took over and work on making our neighbourhood better. (Local Resident 1)

Some people had no respect for the area, there was a lot of vandalism. That has changed now - for the better (Local Resident 15)

Lastly, when asked if there was any change in community actions towards advocating for improvements in local green space, a majority of residents (n=19) reported an improvement in this area. Neighbours described this theme in terms of the local individuals taking charge of improving the local community, or raising issues or concerns about the community. Many respondents attributed this improvement to the local residents, and to a lesser extent the work of GAP. This can be best described by the following quotes:

We have a Residents Committee that is responsible for taking care of the community and they're really involved in making the community better. There was some work before the regeneration, but it wasn't as organised as it is now. (Local Resident 1)

We've done lots of work to improve the community over the years, like adding more road signs. (Local Resident 4)

We've always been concerned about the safety and condition of the community. We've fought for many things over the years, like better bus routes and adding a pitch for the children, but it has always been the local community doing this work and the local Residents association. (Local Resident 8)

Overall, the majority of residents that participated in these door-to-door interviews reported improvements for the local community, but attributed these improvements largely to the work of local residents and Dublin City Council respectively. GAP was viewed by many residents as having played an important contributing role in supporting the development of the local environment.

This change, while an important aspect of GAP's history in Ballymun has not been included in the actual SROI analysis. The reason is that a SROI's purpose is to review

the current interrelationship between inputs, outcome and value. Within this mind the study will only review the change that GAP has supported within 2016.

Summary

The Global Action Plan has a longstanding commitment to working with local residents, young people and families in the community of Ballymun. Today, their work focuses on environmental programmes and events with aim to educate the community about ways to reduce their carbon footprint and to promote more sustainable behaviour at home.

GAP has also developed a network of schools and community providers in Ballymun. Programmes are delivered in various primary and secondary schools, community centres, youth clubs and other community or voluntary groups. In addition, GAP works in close partnership with Dublin City Council to help improve the maintenance and upkeep of green space, gardens and parks in Ballymun.

3 Methodology

Overview of Social Return on Investment Methodology

Social Return on Investment (or SROI) is a cost and benefit analysis that calculates the social, economic and environmental value of an organisation's services or activities. An SROI aims to measure the important changes that are relevant to beneficiaries and stakeholders. This methodology requires assessing the outcomes that an organisation has for its beneficiaries (e.g. participants) and other key stakeholders (e.g. partner organisations, funder, staff and volunteers, etc.). The study assesses what the impact of these outcomes is likely to be worth to those who receive the benefit.

To accomplish this, an SROI involves substantial information collection from each stakeholder group that may potentially receive a positive or negative impact from the project. The key beneficiaries of GAP include: participants (adult / young people), family members, teachers, local community members, staff and a range of other key stakeholders. The information provided by each group, is supported by research, which seeks to assist in the valuation process. Research has a particular role is supplementing stakeholder perspectives on:

- **Attribution** – the amount of responsibility that an activity or programme can reasonably claim for the overall outcome. In many instances, other organisations or services (such as schools, community centres, etc.) also have a role in creating this outcome and their contribution must be accounted for or deducted from the valuation. One organisation cannot claim all of the value of an outcome, where multiple organisations were involved.
- **Deadweight / Displacement** – a figure expressing what is likely to have occurred anyway without the intervention or programme. This is also a deduction from the overall valuation.
- **Drop Off** – a figure used to account for how the influence of the initial intervention will lower overtime. This figure is used to calculate a reduction for outcomes that last more than one-year.

The purpose of undertaking additional research is to ensure that the any assumptions made in relation to the value of the outcome is as robust as possible.

Key Principles of SROI

SROI is underpinned by seven principles, these inform all elements of the methodology, and these are:

Principle 1: Involve Stakeholders: the first step in the process is asking people who are affected what changed for them.

Principle 2: Understand What Changes: all stakeholders are asked about the negative as well as the positive outcomes of the programme. SROI is about understanding everything that changed not just the positive things.

Principle 3: Value the Things that Matter: Stakeholders are involved in discussing how much the changes that happened as a result of the programme are worth to them. When a market value for an outcome is not readily available, such as in the case of

self-esteem for instance, a proxy value or a value provided by the stakeholder group will be provided.

Principle 4: Only Include what is Material: Not everything that emerges through the process will be material, materiality means that a piece of information will affect the final SROI calculation or could affect decision made on the basis of the information being excluded. If it could affect a decision, then the information is considered material. In the case of this SROI no materiality threshold has been selected, so that even low value outcomes have been included. The reason for this is that there are a number of lower value outcomes and it was considered important to review each of these.

Principle 5: Do not Over Claim: It is important that throughout the report all value assessments are undertaken conservatively veering on the side of undervaluing rather than over valuing outcomes.

Principle 6: Be Transparent: All the calculations that were undertaken to arrive at an assessment of social value must be clear and traceable to the interested reader. To assist with this an impact map is available, which outlines all the calculations within assessment. Also to support transparency the appendix contains tables with a complete description of the discounts to valuations (e.g. Attribution, Deadweight, Drop Off) and the survey instruments used in this research. (See [Discounts to Valuations](#) and [Appendices](#)).

Principle 7: Verify the Result: This report has not yet been validated by the Social Value UK. This process confirms that it has been undertaken in line with the seven principles. This is an important step and should provide the reader with some additional confidence that these considerations of value have been undertaken in line with good practice.

Scope

This SROI is a forecast analysis for 2018 and 2019, which means it assesses Global Action Plan Ireland and its programme prospectively, based on well-researched, concrete assumptions about the programme's delivery, which themselves draw from a substantial engagement with programme participants.

This SROI forecast analysis analysed data from various stakeholders groups engaged in GAP programme for a one-year period between January to December 2016 to forecast the impact for coming years. Analysis of this data produced findings, which formed the assumptions or conditions for this forecast analysis. Further recommendations have also been made to better capture the impact and inform future evaluations for comparison against this forecast analysis:

The SROI does not contain analysis for **all** GAP programmes. Areas of GAP programme activity that were excluded from the scope of the study were:

- Water Explorers was excluded from this study because there was no unique identifier contained within the outcomes data set therefore there was no way to compare pre and post assessment scores or to have sufficient engagement with the ex-participants in order to gather outcome data. Also of note is that there were comparatively very few pre/post assessments were

recorded; only 5% of post-assessments were complete for young people compared to the level of pre-assessments.

- LA21 – This programme contains a series of short workshops, GAP sees these as introductory and promotional in nature and does not expect significant outcomes, it was agreed that these would not be therefore be included in the scope of the study.

Another item not included, as part of the “business as usual” elements, was the production of this SROI. The income and expenditure (e.g. staff time, participant time) has not been calculated in relation to all programme and not been included in the SROI.

Methodological Approach

The approach of the evaluation was guided by the seven principles of SROI and included the following steps, which are described in more detail in the remainder of this chapter. The steps of the evaluation were:

1. Agree the scope
2. Develop a stakeholder map
3. Selection of participants
4. Undertake focus groups to develop the Theory of Change and indicators
5. Undertake interviews
6. Analyse data and conduct research to support assumptions
7. Undertake a sensitivity analysis
8. Develop conclusions and recommendations

These steps are described in more detail below.

3.1.1 Step One: Agree the scope

The scope of the project was agreed in an initial meeting with GAP. The guiding principle was to undertake research into the “business as usual” elements of GAP’s environmental and education programmes. As mentioned above, two programmes were excluded from the SROI analysis due to the insufficient sample size and level of confidence for each GAP programme.

3.1.2 Step Two: Develop a stakeholder map

This methodology used multiple methods to engage all stakeholder groups in the research process, which is detailed below in the Stakeholder Map. Stakeholders were initially identified through a consultation with Global Action Plan.

At the start of this process, GAP identified three groups that benefited from their activities: young people that participated in their programmes, adults that participated in their programmes as well as partner organisations and funders that might experience change as a result of their work. This list of stakeholders was reviewed throughout the process as participants were asked to consider other stakeholders that they believe had experienced change as a result.

Following a review of stakeholders and their outcomes, some groups were separated into sub-categories. As such, adults involved in the Community Garden programme were separated into three sub-categories:

- (1) Adults with learning disabilities,
- (2) Adults with in employment support programmes and;
- (3) Adults not involved in other services.

This decision to separate into three sub-categories was based a review of the characteristics for the group and their groups. Segmentation reflected the reality that different users of the garden experienced different outcomes and were defined by characteristic of sub-groups.

Alternatively, young people involved in GAP programmes were not separated into sub-categories based on their age. When outcome data was analysed, there was no significant difference in outcome and extent of change experienced by young people based on their characteristics. This was then followed up with teachers and youth workers in interviews to review assumptions further.

In some cases, a possible explanation for the limited variation in the extent of outcomes could potentially be the limited engagement with young people and individuals.

The following Stakeholder Map identifies the range of stakeholder groups engaged in the SROI analysis, as well as the their process of engagement.

Figure 1 Stakeholder Map

Programme	Stakeholder Group	Reason for Inclusion	No. of Sample Population	Response Rate	Sampling	Method of Engagement
Youth Gardening Programme	Young People	Key beneficiary of programmed who are perceived to gain the most benefit	49/70	70%	Whole population	<p>Step One: A focus group was held with young people in the Youth Gardening programme to develop a theory of change. As part of this step, young people were asked to consider attribution, deadweight, drop off and any potential displacement, as well as any other stakeholders that might have benefited from these activities.</p> <p>Step Two: Findings from the focus group were reviewed following each session. After three focus group sessions, the saturation point was considered reach when no themes were repeated. Findings from the focus group were informed the development of a questionnaire for the young people in the Youth Gardening programme.</p> <p>Step Three: The survey was administered and completed by 49 young people in the Youth Gardening programme. Data was analysed to determine the quantity of individuals that experienced outcomes and the extent of change experienced.</p>
	Parents	Secondary beneficiary of the programmes as a result of young people that have engaged in this service	3/70	4%	Purposive sampling	<p>Step One: Findings from the focus group with young people in the Youth Gardening programme were analysed and informed the development of a questionnaire for parents of young people.</p> <p>Step Two: Phone interviews were undertaken with 3 parents of young people involved in the Youth Gardening programme. Parents were asked to develop a theory of change to identify any material change experienced. Individuals were asked to consider the extent of change experienced, attribution, deadweight, drop off and any potential displacement. As part of this step, parents were asked to review the theory of change and outcomes experienced by young people in the Youth Gardening programme.</p>
	Teachers	Secondary beneficiary of the programmes	3/3	100%	Whole population	<p>Step One: Findings from the focus group with young people in the Youth Gardening programme were analysed and informed the development of a questionnaire for teachers.</p>

		as a result of young people that have engaged in this service				<p>Step Two: Phone interviews were undertaken with 3 teachers involved in the Youth Gardening programme. Teachers were asked to develop a theory of change to identify any material change experienced. Individuals were asked to consider the extent of change experienced, attribution, deadweight, drop off and any potential displacement. As part of this step, teachers were asked to review the theory of change and outcomes experienced by young people in the Youth Gardening programme.</p>
Park Stewardship Programme	Young People	Key beneficiary of programmed who are perceived to gain the most benefit	52/82	63%	Whole population	<p>Step One: A focus group was held with young people in the Park Stewardship programme to develop a theory of change. As part of this step, young people were asked to consider attribution, deadweight, drop off and any potential displacement, as well as any other stakeholders that might have benefited from these activities.</p> <p>Step Two: Findings from the focus group were reviewed following each session. After three focus group sessions, the saturation point was considered reach when no themes were repeated. Findings from the focus group were informed the development of a questionnaire for the young people in the Park Stewardship programme.</p> <p>Step Three: The survey was administered and completed by 52 young people in the Park Stewardship programme. Data was analysed to determine the quantity of individuals that experienced outcomes and the extent of change experienced.</p>
	Parents	Secondary beneficiary of the programmes as a result of young people that have engaged in this service	4/82	5%	Purposive sampling	<p>Step One: Findings from the focus group with young people in the Park Stewardship programme were analysed and informed the development of a questionnaire for parents.</p> <p>Step Two: Phone interviews were undertaken with 4 parents of young people involved in the Park Stewardship programme. Parents were asked to develop a theory of change to identify any material change experienced. Individuals were asked to consider the extent of change experienced, attribution, deadweight, drop off and any potential displacement. As part of this step, parents were asked to review the theory of change and outcomes experienced by young people in the Park Stewardship programme.</p>
	Teachers	Secondary beneficiary of the programmes as a result of young people that have engaged in this	3/4	75%	Purposive sampling	<p>Step One: Findings from the focus group with young people in the Park Stewardship programme were analysed and informed the development of a questionnaire for teachers involved in the Park Stewardship programme.</p> <p>Step Two: Phone interviews were undertaken with 3 teachers involved in the Park Stewardship programme. Teachers were asked to develop a theory of change to identify any material change experienced. Individuals were asked to consider the extent of change experienced, attribution, deadweight, drop off and any potential displacement.</p>

		service				As part of this step, teachers were asked to review the theory of change and outcomes experienced by young people in the Park Stewardship programme.
	Local Community	Survey with 24 park users in two local parks	24		Random sampling	<p>Step One: Findings from the focus group with young people in the Park Stewardship programme, and interviews with parents and teachers were analysed and informed the development of a questionnaire for local residents in Ballymun.</p> <p>Step Two: A survey was administered and completed by 24 members of the local community. Individuals were asked to develop a theory of change to identify any material change experienced. As part of this step, individuals were asked to consider the extent of change experienced, attribution, deadweight, drop off and any potential displacement.</p>
Beautiful Spaces Programme	Young People	Key beneficiary of programmed who are perceived to gain the most benefit	47/140	34%	Whole population	<p>Step One: A focus group was held with young people in the Beautiful Spaces programme to develop a theory of change. As part of this step, young people were asked to consider attribution, deadweight, drop off and any potential displacement, as well as any other stakeholders that might have benefited from these activities.</p> <p>Step Two: Findings from the focus group were reviewed following each session. After three focus group sessions, the saturation point was considered reach when no themes were repeated. Findings from the focus group were informed the development of a questionnaire for the young people in the Beautiful Spaces programme.</p> <p>Step Three: The survey was administered and completed by 47 young people in the Beautiful Spaces programme. Data was analysed to determine the quantity of individuals that experienced outcomes and the extent of change experienced.</p>
	Teachers and Youth Workers	Secondary beneficiary of the programmes as a result of young people that have engaged in this service	9/12	75%	Purposive sampling	<p>Step One: Findings from the focus group with young people in the Beautiful Spaces programme were analysed and informed the development of a questionnaire for teachers.</p> <p>Step Two: Phone interviews were undertaken with 9 teachers and youth workers involved in the Beautiful Spaces programme. Teachers and youth workers were asked to develop a theory of change to identify any material change experienced. Individuals were asked to consider the extent of change experienced, attribution, deadweight, drop off and any potential displacement. As part of this step, teachers and youth workers were asked to review the theory of change and outcomes experienced by young people in the Beautiful Spaces programme.</p>

Environmental Stewardship Programme	Young People	Key beneficiary of programmed who are perceived to gain the most benefit	9/55	16%	Whole population	<p>Step One: A focus group was held with young people in the Environmental Stewardship programme to develop a theory of change. As part of this step, young people were asked to consider attribution, deadweight, drop off and any potential displacement, as well as any other stakeholders that might have benefited from these activities.</p> <p>Step Two: Findings from the focus group were reviewed following each session. After three focus group sessions, the saturation point was considered reach when no themes were repeated. Findings from the focus group were informed the development of a questionnaire for the young people in the Environmental Stewardship programme</p> <p>Step Three: The survey was administered and completed by 9 young people in the Environmental Stewardship programme. Data was analysed to determine the quantity of individuals that experienced outcomes and the extent of change experienced.</p>
	Teachers and Youth Workers	Secondary beneficiary of the programmes as a result of young people that have engaged in this service	2/2	100%	Whole population	<p>Step One: Findings from the focus group with young people in the Environmental Stewardship programme were analysed and informed the development of a questionnaire for teachers.</p> <p>Step Two: Phone interviews were undertaken with 2 teachers and youth workers involved in the Environmental Stewardship programme. Teachers and youth workers were asked to develop a theory of change to identify any material change experienced. Individuals were asked to consider the extent of change experienced, attribution, deadweight, drop off and any potential displacement. As part of this step, teachers and youth workers were asked to review the theory of change and outcomes experienced by young people in the Environmental Stewardship programme.</p>
Green Living Programme	Adults	Key beneficiary of programmed who are perceived to gain the most benefit	27/33	76%	Whole population	<p>Step One: A focus group was held with adults in the Green Living programme to develop a theory of change. As part of this step, young people were asked to consider attribution, deadweight, drop off and any potential displacement, as well as any other stakeholders that might have benefited from these activities.</p> <p>Step Two: Findings from the focus group were reviewed and after one focus group session the saturation point was considered reach when no themes were repeated. Findings from the focus group were informed the development of a questionnaire for the adults in the Green Living programme.</p>

						<p>Step Three: The survey was administered and completed by 27 adults in the Green Living programme. Data was analysed to determine the quantity of individuals that experienced outcomes and the extent of change experienced.</p>
	Staff at Community Centre	Secondary beneficiary of the programmes as a result of young people that have engaged in this service	2/2	100%	Purposive sampling	<p>Step One: Findings from the focus group with adult in the Green Living programme were analysed and informed the development of a questionnaire for staff involved in Green Living programme.</p> <p>Step Two: Phone interviews were undertaken with 2 staff members involved in the Green Living programme. Staff were asked to develop a theory of change to identify any material change experienced. Individuals were asked to consider the extent of change experienced, attribution, deadweight, drop off and any potential displacement. As part of this step, staff were asked to review the theory of change and outcomes experienced by adults in the Green Living programme.</p>
Community Gardens	Adults with Learning Disabilities	Key beneficiary of programmed who are perceived to gain the most benefit	7/8	88%	Purposive sampling	<p>Step One: A focus group was held with adults with learning disabilities in the Community Garden programme to develop a theory of change. As part of this step, participants were asked to consider attribution, deadweight, drop off and any potential displacement, as well as any other stakeholders that might have benefited from these activities.</p> <p>Step Two: Findings from the focus group were reviewed and after one focus group session the saturation point was considered reach when no themes were repeated. Findings from the focus group were compared with results from other beneficiaries of the Community Garden programme, and informed the development of a questionnaire for the Community Garden programme.</p> <p>Step Three: The survey was administered and completed by 7 adults with learning disabilities in the Community Garden programme. Data was analysed to determine the quantity of individuals that experienced outcomes and the extent of change experienced.</p>
	Adults in Employment Supports	Key beneficiary of programmed who are perceived to gain the most benefit	8/9	89%	Purposive sampling	<p>Step One: A focus group was held with adults receiving employment supports in the Community Garden programme to develop a theory of change. As part of this step, participants were asked to consider attribution, deadweight, drop off and any potential displacement, as well as any other stakeholders that might have benefited from these activities.</p> <p>Step Two: Findings from the focus group were reviewed and after one focus group session the saturation point was considered reach when no themes were repeated. Findings from the focus group were compared with results from other beneficiaries of the Community</p>

						Garden programme, and informed the development of a questionnaire for the Community Garden programme.
						Step Three: The survey was administered and completed by 8 adults receiving employment supports in the Community Garden programme. Data was analysed to determine the quantity of individuals that experienced outcomes and the extent of change experienced.
Adults not involved with other supports	Key beneficiary of programmed who are perceived to gain the most benefit	3/12	25%	Purposive sampling		Step One: A focus group was held with adults in the Community Garden programme to develop a theory of change. As part of this step, participants were asked to consider attribution, deadweight, drop off and any potential displacement, as well as any other stakeholders that might have benefited from these activities.
						Step Two: Findings from the focus group were reviewed and after one focus group session the saturation point was considered reach when no themes were repeated. Findings from the focus group were compared with results from other beneficiaries of the Community Garden programme, and informed the development of a questionnaire for the Community Garden programme.
						Step Three: The survey was administered and completed by 3 adults in the Community Garden programme. Data was analysed to determine the quantity of individuals that experienced outcomes and the extent of change experienced.
Community Members	Secondary beneficiary of the programmes as a result of young people that have engaged in this service	15/15 0	10%	Purposive sampling		Step One: Findings from the focus group with adults in the Park Stewardship programme were analysed and informed the development of a questionnaire for local residents near the community garden.
						Step Two: A door-to-door survey was administered and completed by 15 members of the local community. Individuals were asked to develop a theory of change to identify any material change experienced. As part of this step, individuals were asked to consider the extent of change experienced, attribution, deadweight, drop off and any potential displacement.
Greening Your Neighbourhood	Community Members Key beneficiary of programmed who are perceived to	7/51	13%	Purposive sample		Step One: Discussion was held with Global Action Plan about the Greening Your Neighbourhood programme and informed the development of a questionnaire for local residents in Ballymun.

		gain the most benefit				<p>Step Two: A door-to-door survey was administered and completed by 7 members of the local community. Individuals were asked to develop a theory of change to identify any material change experienced. As part of this step, individuals were asked to consider the extent of change experienced, attribution, deadweight, drop off and any potential displacement.</p>
Tidy Towns	Committee Members	Partner organisation working with Global Action Plan and perceived to gain benefit from partnership	6/12	50%	Whole population	<p>Step One: A focus group was held with committee members of Tidy Towns to develop a theory of change. As part of this step, participants were asked to consider attribution, deadweight, drop off and any potential displacement, as well as any other stakeholders that might have benefited from these activities. Following this focus group, a questionnaire was developed for Tidy Town members.</p> <p>Step Two: A questionnaire was administered and completed by 6 members of Tidy Towns. Participants were asked to develop a theory of change to identify any material change experienced. A representative as asked to consider the extent of change experienced, attribution, deadweight, drop off and any potential displacement.</p>
Local Diocese	Moderator	Partner organization working with Global Action Plan and perceived to gain benefit from partnership	1/1	100%	Whole population	<p>Step One: Findings from the Youth Gardening programme and Community Gardens programme were analysed. A standard questionnaire was developed for partner organisations and key stakeholders working with Global Action Plan.</p> <p>Step Two: A phone interview was undertaken with the local diocese to develop a theory of change to identify any material change experienced. The participant was asked to consider the extent of change experienced, attribution, deadweight, drop off and any potential displacement. As part of this step, the participant was asked to review the theory of change and outcomes experienced for beneficiaries of the Community Garden programme and Youth Gardening programme.</p>
Dublin City Council	Managers and Parks Department	Partner organisation working with Global Action Plan and perceived to gain benefit from partnership	3/3	100%	Whole population	<p>Step One: Findings from the Park Stewardship programme were analysed. A standard questionnaire was developed for partner organisations and key stakeholders working with Global Action Plan.</p> <p>Step Two: A questionnaire was administered and completed by 3 representatives of Dublin City Council. Participants were asked to develop a theory of change to identify any material change experienced. A representative as asked to consider the extent of change experienced, attribution, deadweight, drop off and any potential displacement. As part of this step, participants were asked to review the theory of change and outcomes experienced for beneficiaries of the Park Stewardship programme.</p>

Global Action Plan	Board of Management	Volunteer board members working with Global Action Plan and perceived to gain benefit from partnership	4/6	67%	Whole population	<p>Step One: A focus group was held to develop a theory of change for the Board of Management. As part of this step, board members were asked to consider attribution, deadweight, drop off and any potential displacements. As part of this step, an online survey was developed to gather data on the outcomes and the extent of change experienced by members of the Board.</p> <p>Step Two: An online survey was administered and completed by 4 board members. As part of this step, data was analysed to determine outcomes and the extent of change experienced by board members.</p>
Total people whose views are included in the analysis			288/803			

3.1.3 Step Three: Recruitment of Participants

Either the whole population or a number of participants from GAP programmes were invited to be included in this research. The Engagement table explains the number of stakeholders and programme involved in this research, as compared to the overall number of participants. This table highlights that the views and responses of **285 people** are included in this report.

3.1.4 Step Four: Undertake focus groups to develop Theory of Change and indicators

The purpose of focus groups and interviews was to ascertain what impact and outcomes were experienced by beneficiaries and stakeholders. Feedback received from focus groups were used initially to develop a theory of change, then responses from surveys and interviews was used to test this theory of change. As part of this step, beneficiaries were asked to estimate attribution, deadweight, drop-off and any potential displacement. An overview of the change experienced by beneficiaries and stakeholder groups is documented in the Theory of Change map and at the start of each section (see [Theory of Change](#) diagram).

A theory of change is a description of what change initially occurs for stakeholders (e.g. medium term outcome), followed by the sequence of changes that results in longer-term outcomes. Each stakeholder group was involved in developing the theory of change and identifying outcomes that were considered valuable and meaningful for each group. As part of this step, beneficiaries were asked to consider other stakeholders groups that might have experienced any potential outcomes.

Following the development of the theory of change, research was undertaken to identify appropriate indicators to measure change and the extent of change experienced by beneficiaries. A detailed description of distance-travelled measures used in this study is referenced in the Appendix section.

3.1.5 Step Five: Undertake interviews and surveys

Following each focus group, surveys or qualitative semi-structured interviews were undertaken by telephone or in-person with beneficiaries and stakeholders. Phone interviews lasted between 20 to 30 minutes. Interviews were partially transcribed for use in the research and key quotations were read out to respondents on the phone allowing for endorsement, elaboration or small changes. For surveys and questionnaires, respondents were provided with instructions and given an opportunity to receive clarification about the purpose of this research.

In some instances, post-hoc surveys and phone interviews were carried out with stakeholders groups. As part of this step, stakeholders were asked to develop a theory of change and to consider their extent of change over the duration of intervention or activity. ²All survey instruments used in this research are provided in the [Appendix](#) section.

² This post-hoc approach considered an appropriate method for engaging stakeholders where undertaking a pre and post test was not possible or the stakeholder group was identified through engagement with others.

3.1.6 Step Six: Analyse data and conduct research to support assumptions

All interview transcripts and surveys were analysed using a coding system in Microsoft Excel. This analysis started with an initial coding of themes and subsequent refinement of the coding system by the researcher before being reviewed by a colleague for consistency and accuracy.

Additional research and participant responses were used to determine proxy valuations, the financial value given to each outcome. In some instances, a value game was undertaken with young people to estimate the value of an outcome or to identify an appropriate financial proxy. In this exercise, young people were given a range of social experiences and asked to collectively agree on an experience that reflected the value of the outcome. Results of the value game were tested with teachers and parents to support findings, as noted in the [Limitations](#) section below.

In addition, all qualitative and quantitative data collected through online or paper-based survey were analysed in an Excel spreadsheet or through Sogo Survey software, an online survey software used for this research.

3.1.7 Step Seven: Undertake sensitivity analysis

In most instances, SROIs will set forth some basic assumptions about the organisation and their activities. While these assumptions are informed by stakeholder views and research in many cases, these are mostly considered to be other alternate ways of conceptualising logical relationships between cause and consequences. The purpose of sensitivity testing is to assess all assumptions as to their impact on the overall SROI calculation in relation to their significance and relevance of outcomes.

With sensitivity testing, other potential scenarios or small changes in assumptions are used to test alternate logic about the outcomes and the financial valuations to determine if these tests would not significantly change the SROI calculation. The alternate logic and materiality testing used in this research is detailed in the chapter on Sensitivity Testing. (See [Sensitivity Testing](#))

3.1.8 Step Eight: Develop conclusion and recommendations

Findings from the SROI were combined with findings from other sections, including the outcome analysis and thematic analysis from beneficiaries and stakeholders. Recommendations were developed from these findings in conjunction with input from GAP.

Limitations

This analysis also recognises there are limitations in the research as detailed below. Wherever possible, these limitations have been mitigated but are highlighted to demonstrate further opportunities to improve the data collection process and stakeholder engagement in any future analysis. The following limitations acknowledged as part of this analysis are:

- **Positive responder bias** - Key assumptions are based on the data gathered from beneficiaries and stakeholders, and data collected by the GAP. However, it is recognized that not all individuals engaged with GAP participated in this research, which can lead to positive bias within the research;

- **Challenges with working with under-12 age groups** – The researcher observed that standard methodologies used with adults might have additional limitations when applied to young people under 12 years or primary school students. For example, a value game was undertaken with young people to facilitate the value estimation of outcomes and identify appropriate financial proxies. The researcher observed that it was possible that young people might be more likely to provide answers that they thought the GAP wanted to hear. Therefore, to avoid this, additional thought on how key outcomes could be corroborated by other parties, such as parents or family members, would be useful for validating themes and findings.
- **Low-Intensity interventions** - GAP does a significant amount of work, however, a proportion of this work can be considered at low-intensity (i.e. less than a days of contact time with an individual). The researcher found that it is more difficult to capture meaningful data about the outcomes following low intensity interventions. As a result the outcomes could be considered shorter in relation to the potential longer-term behaviour changes. Therefore, most outcomes were viewed as only lasting for the year in which the intervention occurred to conservatively measure the impact of these low-intensity outcomes.
- **Access to secondary stakeholders** – The researchers had challenges with accessing parents of young people involved in GAP. This may be due to a number of reasons; one is that Ballymun is a disadvantaged community, where individuals might have some reluctance to engage with researchers, authorities or those who may be considered to be authorities. As such more assumptions are made with this group.
- **Selection bias for stakeholders** – The researcher tried to speak with a range of people in each programme. However areas where less than 100% of those involved were engaged the research, this may not have addressed all the selection bias (i.e. only speaking to those with positive views). in cases where engagement was less than 100% this was considered a limitation.

The Theory of Change

The Theory of Change is a detailed description of the sequence of events that result in changes for a significant number of people in a stakeholder group. Diagrams in this section identify the theory of change for GAP. This was developed through focus groups and further refined using surveys and interviews with various stakeholders. To avoid any over claiming and over valuation, the ends of the chain of events (i.e. longer-term outcomes) are valued rather than each step in the chain³. While all steps are important to achieve an overall outcome, the final outcomes from the theory of change holds the most value for participants and are reliant on other steps in the process being achieved.

³ In a theory of change, a short-term outcome, meaning the immediate change that results from engagement in a service, are excluded from the outcome valuation. These outcomes are excluded to avoid over claiming. In addition, these short-term outcomes are excluded because it is assumed that these outcomes are necessary to achieve long-term outcomes, and thus is another example of limiting over claiming and over valuation.

Figure 2 Theory of Change for Young People

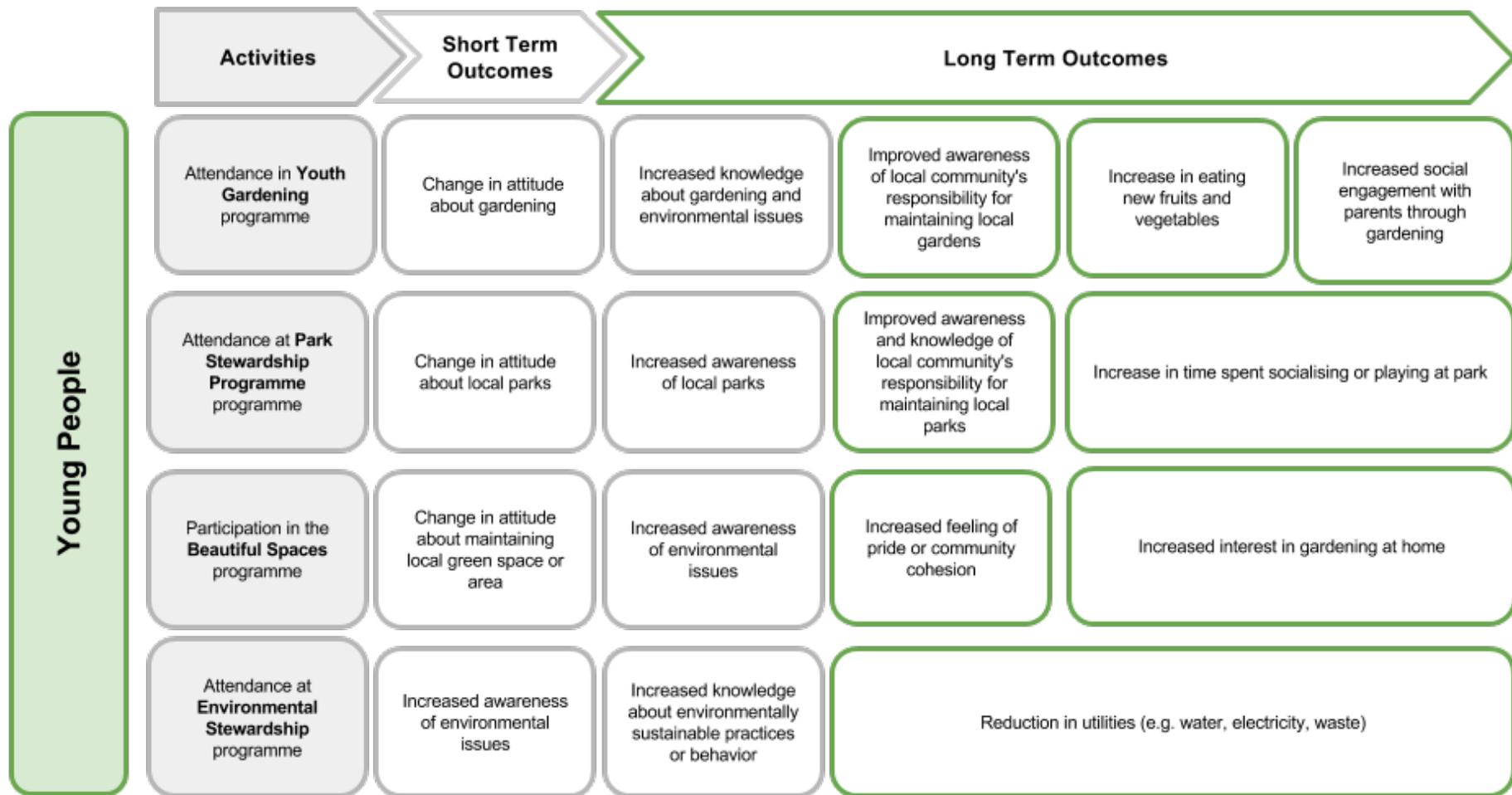


Figure 3 Theory of Change for Adults

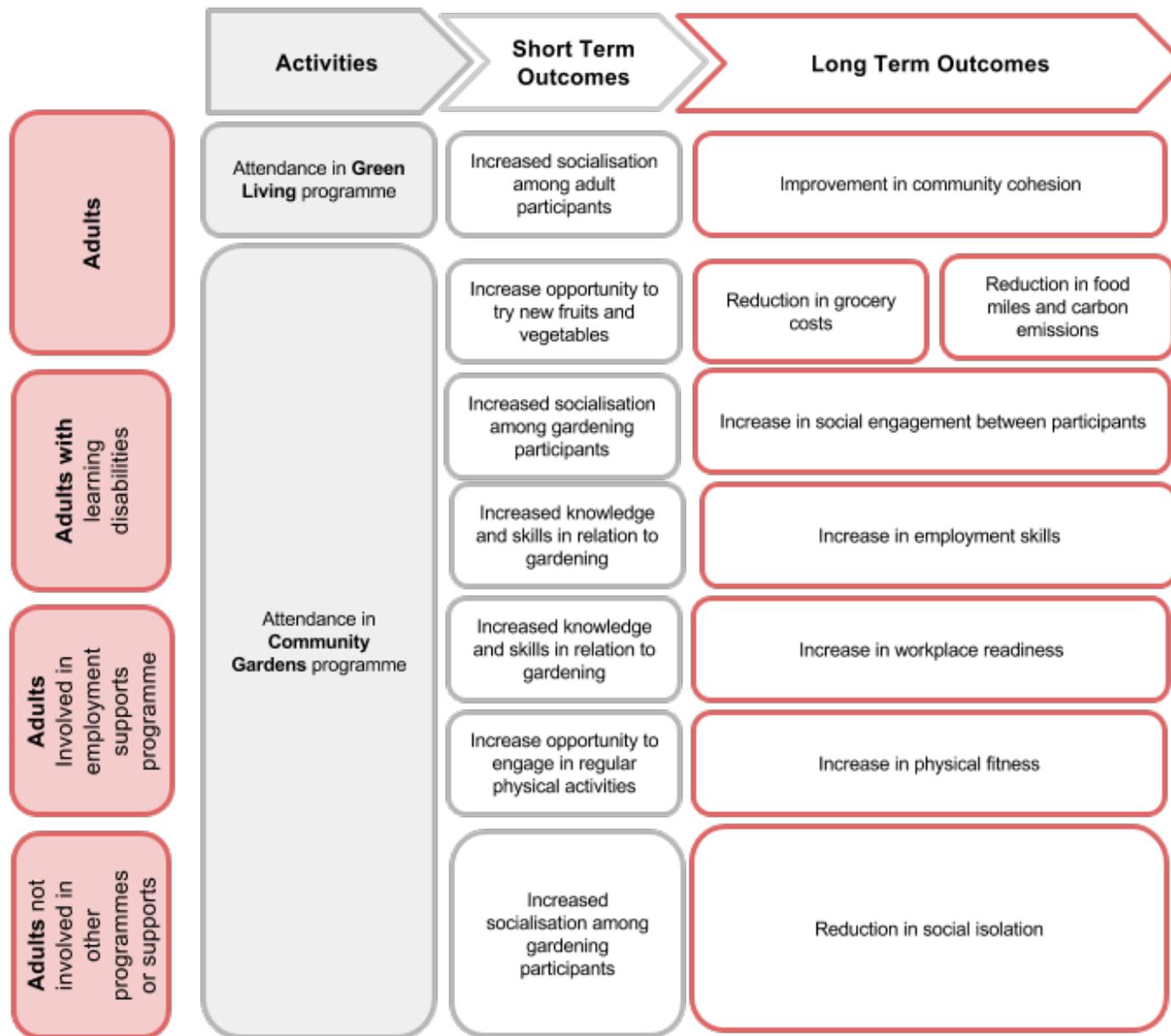


Figure 4 Theory of Change for Parents of Young People

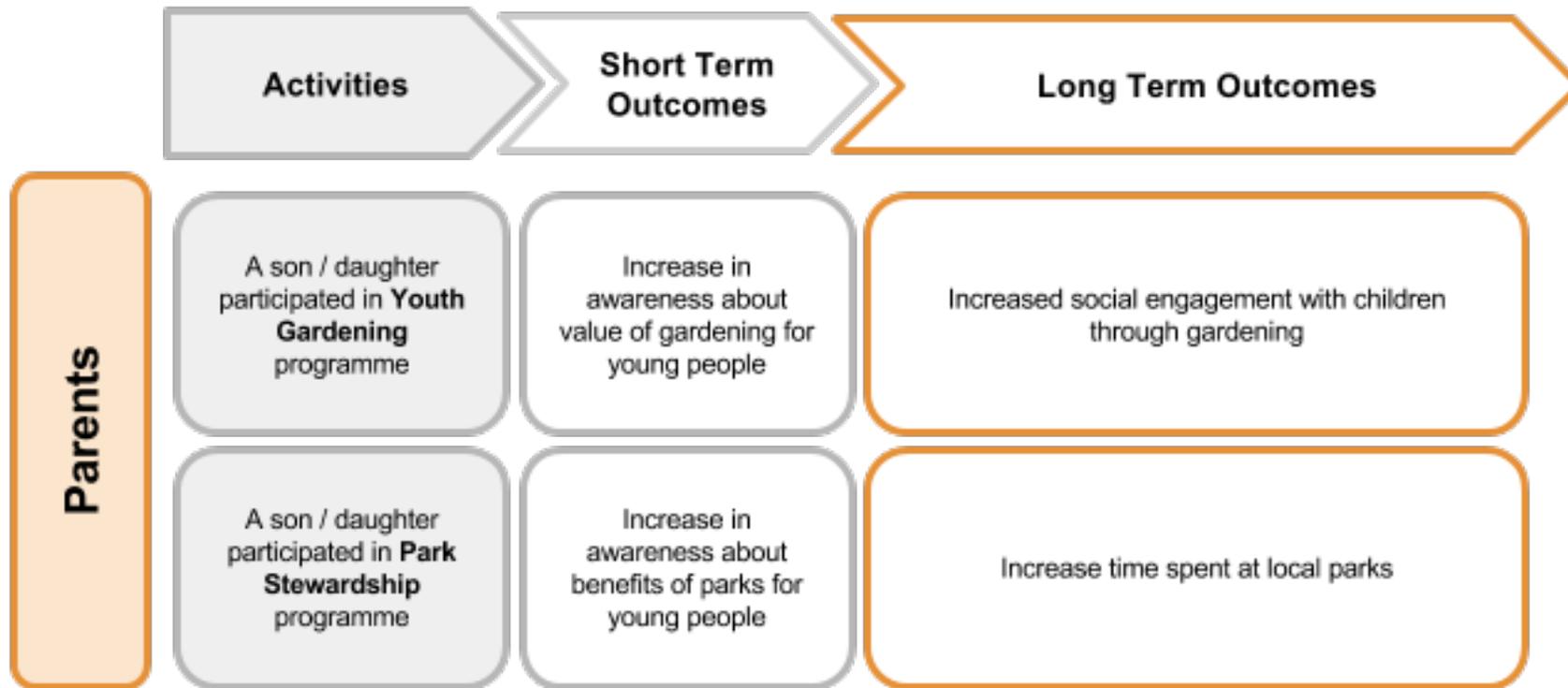


Figure 5 Theory of Change for Teachers, Youth Workers and Staff

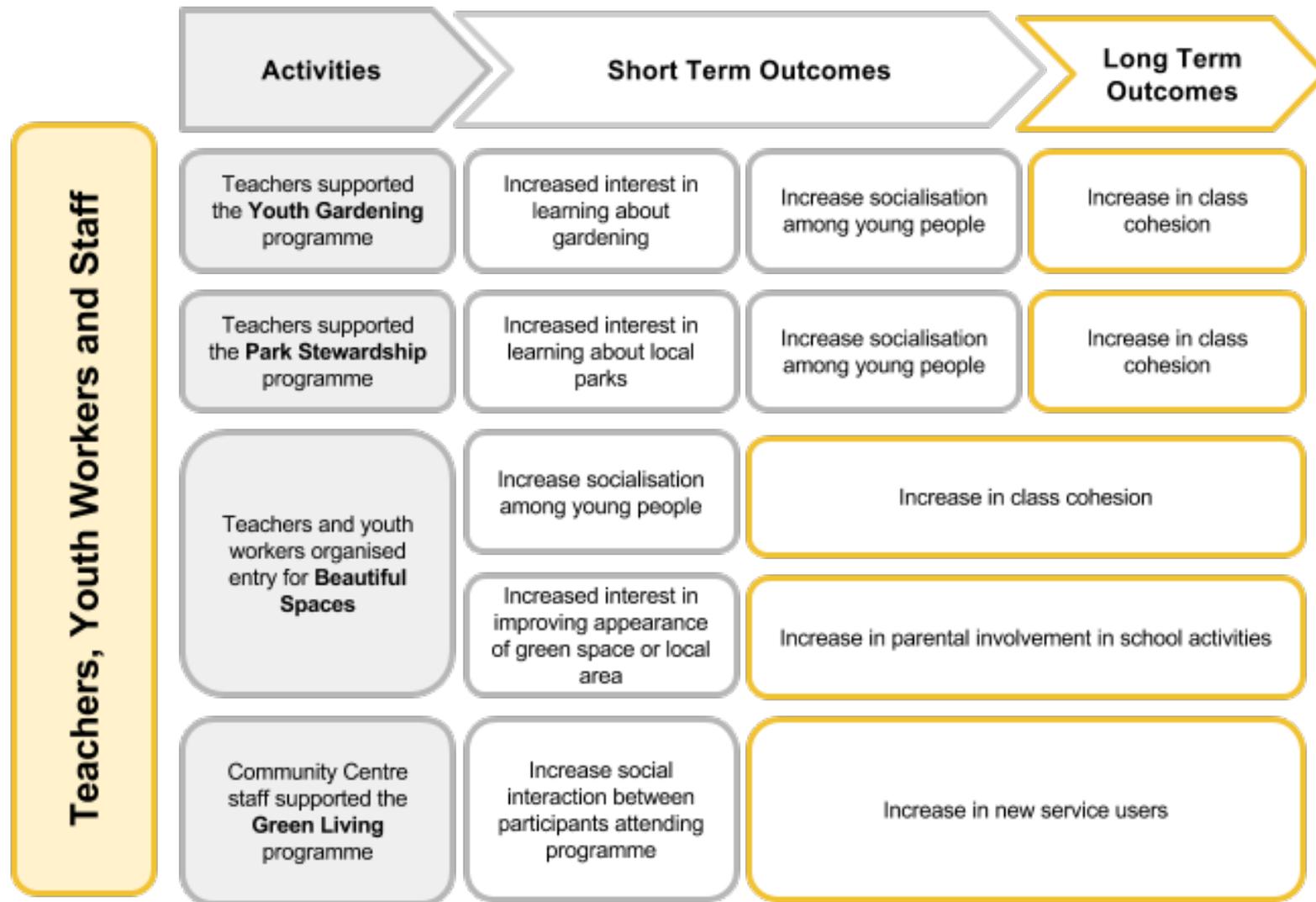
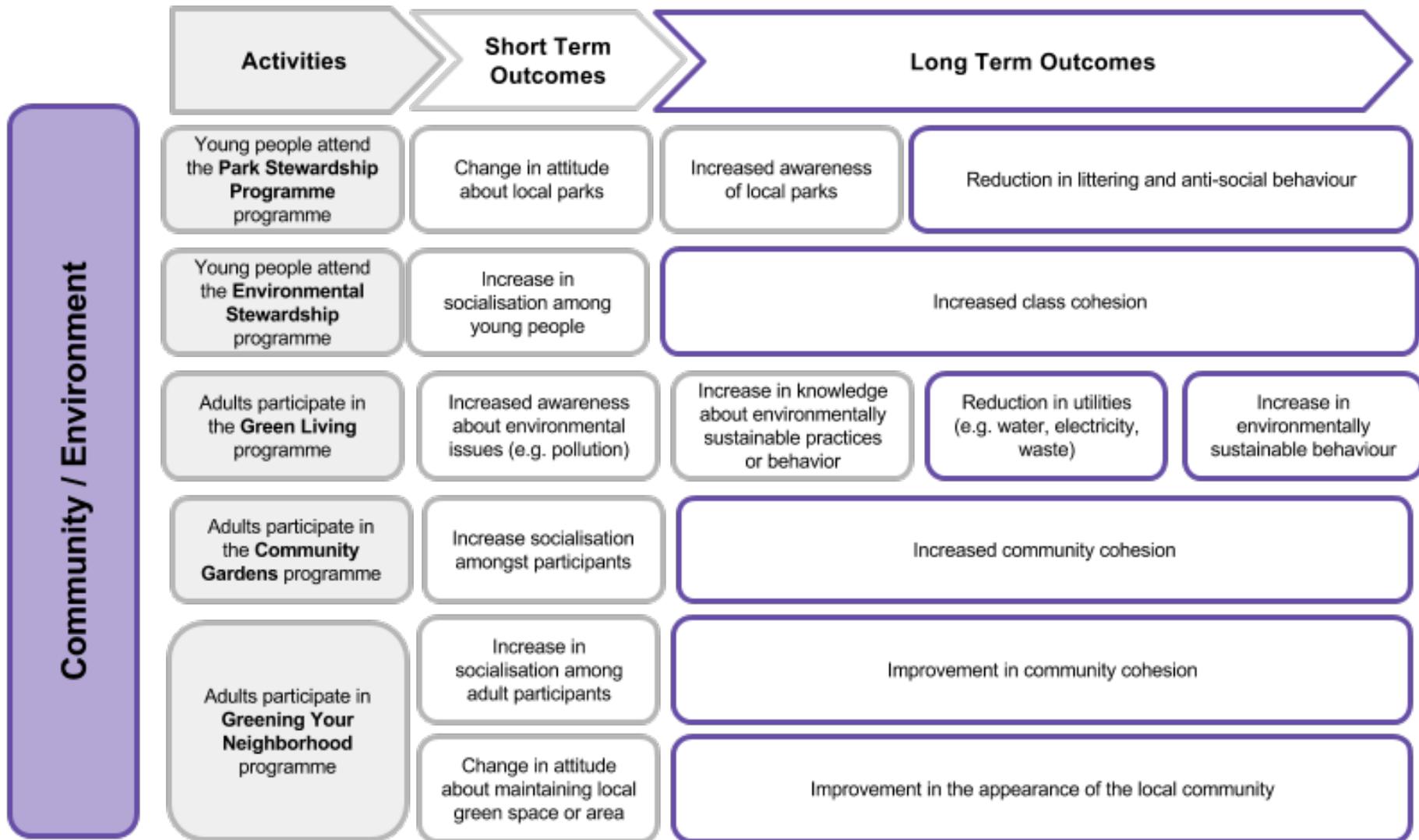
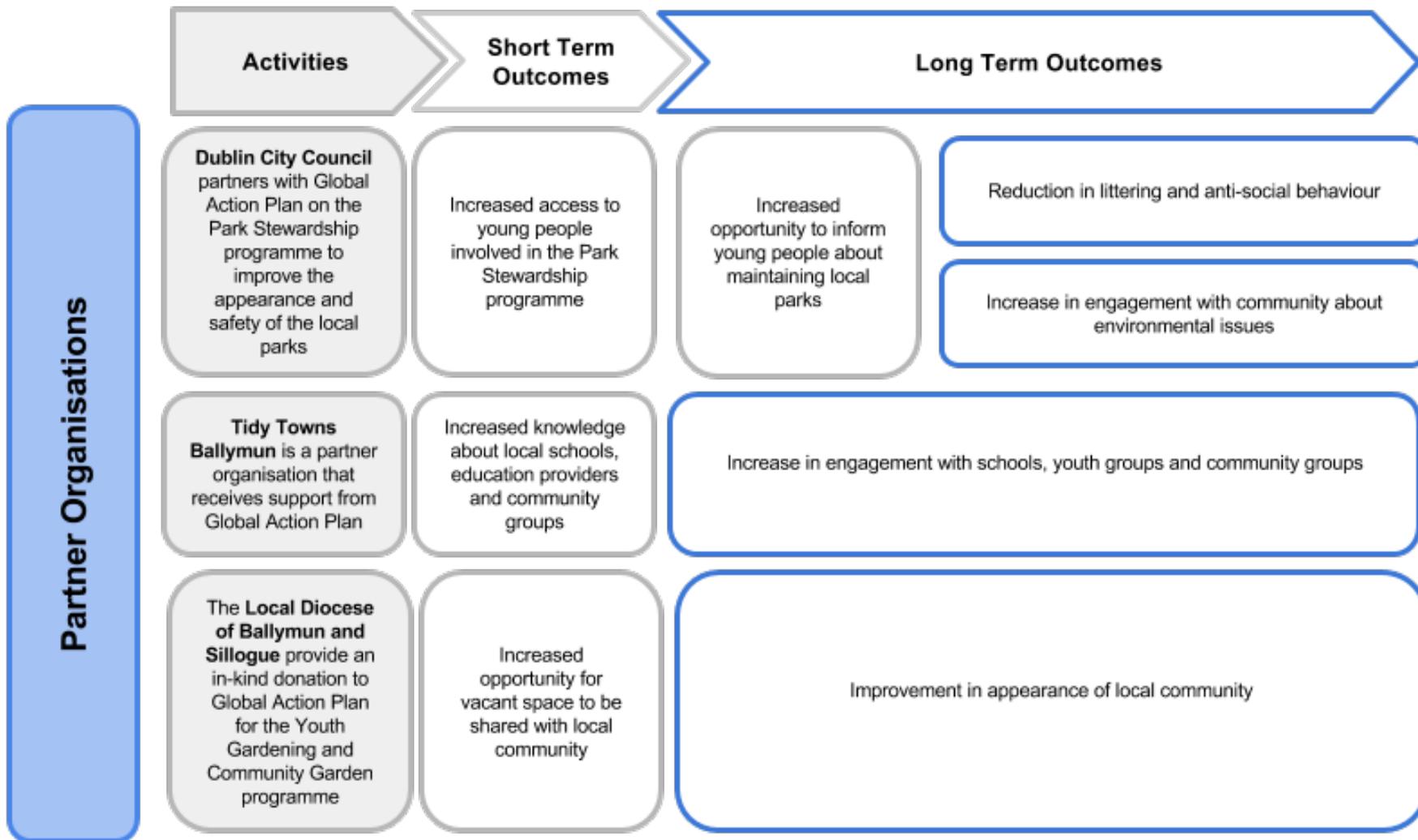


Figure 6 Theory of Change for Community / Environment





Summary

An SROI study is a robust assessment of the social value generated by an organisation's programmes and activities. In an SROI, this social value is calculated by reviewing all material and significant outcomes that are self-reported by beneficiaries and stakeholder groups. In this study, a theory of change was developed to describe how GAP programmes led to outcomes (i.e. social, behavioural and environmental changes) and only the final outcomes were valued avoid over-claiming and over-valuation.

A number of assumptions (e.g. attribution, deadweight, drop off) were applied to the valuation to ensure that the final SROI calculation is not overestimated. Conservative estimates were also included to help accurately assess the amount of change that occurred as a result of participating in GAP programmes. This approach to SROI valuation also helps to account for the social value generated by GAP regardless of the influence of other organisations or supports (i.e. family members or friends).

Finally, sensitivity testing and materiality testing were used to review key assumptions and to test alternative logic about the programme (e.g. small changes in the assumptions and Valuations). The purpose of this testing was to determine if there would not be a significant change in the final SROI calculation. This sensitivity testing also helps ensure that the value of the SROI, assumptions and the rationale for the valuations (e.g. proxies) was appropriate and well evidenced by the researcher.

4 Mapping Outcomes for the Youth Gardening Programme

Introduction about the Youth Gardening Programme

The Youth Gardening programme is a school-based environmental programme that teaches primary school students, in a community garden setting, about how to grow your own food; connection between food miles and climate change, as well as ecology and biodiversity studies. GAP brings children from their class into a local community garden to put this education into practice. In 2016, a total of 70 students participated in the Youth Gardening programme from three schools.

There were a range of beneficiaries for this programme including young people, parents and teachers. All stakeholder groups had an opportunity to input into this research and describe the value of this programme. The outcomes of this programme are summarised below:

Stakeholder	Outcome	Financial Proxy	Value in Currency	Impact
Young People	Outcome 1: Improved awareness of local community's responsibility for maintaining local gardens	Average cost of attending a children's summer camp	€90.00	€4,536.00
	Outcome 2: Increase in eating new fruits and vegetables	Average cost of attending a children's cooking class	€90.00	€2,676.24
	Outcome 3: Increased social engagement with parents through gardening	Proxy estimated by young people in focus groups using value game	€30.00	€892.08
Parents	Outcome 4: Increased social engagement with children through gardening	Average cost of a family gardening programme ⁴	€24.00	€798.34
Teachers	Outcome 5: Improved class cohesion	Proxy estimated by teachers as average cost for a class trip	€300.00	€194.40
Total				€9,097.06

Young People

In total, 49 young people were involved in this research from three schools in Ballymun Virgin Mary Boys Primary School, Gael Scoil Baile Munna Primary School, as well as St. Fergal's Primary School, in Finglas. Each school in Ballymun was located a short distance away from a local community garden, which is co-managed by the Global

⁴ Financial proxy selected average cost of attending a family gardening programme for a family of two adults and two children.

Action Plan and a local community project, along with volunteers that maintain the garden on a day-to-day basis.

Children reported that they really enjoyed being able to leave the classroom and visit the local community garden, where they got to put their learning into practice. In focus groups, young people described the programme as being “lots of fun” and “really cool”.

In relation to how the programme would be improved some young people reported they wished they had more tools and resources for gardening, like having more shovels, more seeds for planting or time to spend at the community garden. One young person who was involved in the programme stated.

“More shovels, there was not enough for everybody” – Young Person 5

4.1.1 Theory of Change

Youth Gardening is an education programme for young people run by GAP staff member that focuses on growing your own food, food miles and climate change, as well as ecology and biodiversity. All programme activity is hosted in a local community garden in Ballymun where young people have opportunity to plant seeds, care for plants, harvest vegetables, as well as learning about the biodiversity found in the community garden.

The short-term outcomes, meaning the immediate changes that results from engagement in the programme, were reported as a change in attitude about gardening, increased knowledge about environmental issues and increased socialisation among young people. Following this change, young people reported a number of longer-term outcomes, which were considered of higher value to young people:

1. Improved awareness of local community’s responsibility for maintaining local gardens
2. Increased interest in trying new fruits and vegetables
3. Increased social engagement with parents through gardening

4.1.2 Outcome One – Improved awareness of local community’s responsibility for maintaining local gardens/green space

A majority of young people reported an improvement in awareness of the local community’s responsibility for maintaining local gardens; this outcome was described by young people in two ways:

- Three quarters of young people (76%, n=37) reported an increase in awareness for the local authority’s responsibility for maintaining community gardens, which was reported by young people that completed a pre and post survey on “who was responsible for maintaining public green space in Ballymun”.
- Nearly half (77%, n=38) also stated they had experienced an improvement in awareness about environmental issues, which resulted from participating in the youth gardening programme.

Valuation

Research suggests there is evidence that environmental education supports intergenerational learning and reinforces a sense of common responsibility within both children and adults [3] Attending a children's environmental camp was selected as an appropriate proxy for this outcome. This proxy was selected based on feedback from parents that stated the value of this programme was similar to attending an outdoor education or summer camp programme. The value of this outcome was estimated as being €125.00 per child based on research into three Irish providers of environmental education camp for children.⁵

4.1.3 Outcome Two – Increase in eating new fruits and vegetables

More than half of young people (67%, n=33) reported an increase in eating fruits and vegetables. This outcome was described as an interest in trying new fruits and vegetables. Later, interviews with parents (n=3) confirmed that young people had experienced this change.

Valuation

Research has suggested there is a connection between garden programmes for youth and improving access to and consumption of healthy food [4,5].⁶ Children cooking and healthy eating classes were selected as an appropriate proxy for an increase in eating fruit and vegetables. This proxy was selected based on feedback from children and parents that the impact of this programme would be similar to attending a healthy eating course. Research estimates that the average cost for a single cooking course is €17. The value of this outcome was estimated as being €60.00 for €68 for four-classes based on research into three Irish providers of cooking courses for children.⁷

4.1.4 Outcome Three – Increased social engagement with parents through gardening

More than half (59%, n=29) of young people reported an increase in social engagement with parents or family members as a result of gardening at home.. Young people described this change as having gardened once or twice after the programme with their parents or grand parents, but had not previously engaged in this activity. Interviews undertaken with three parents also confirmed this outcome.

The following quote describes this outcome:

"I usually do more planting with my Ma since the course" - Young Person 1

Valuation

Research shows that environmental education programs to encourage and empower students to bring about environmental change in their homes and communities. In a focus group, young people were asked to estimate the value of

⁵ The average cost to attend an environmental camp was calculated as €125.00 per child. This was based on research into three providers of environmental camps for children: (1) [Junior Einstein](#) (€145)(2) [ECO UNESCO Earth Force Education Camp](#) (€100), (3) [Pine Forest Arts Centre](#) (€132.50)

⁶ Results from two neighbourhood-based community gardens programmes for youth found there were a range of benefits including improved nutrition.

⁷ The average cost to attend a one-day cooking programme was calculated as €10.00 per child. This was based on research into three providers of children cooking programmes: (1) [Kids Cook Cookery School](#), €13.75 per class; (2) [Cookery Cottage](#), €15.00 per class; (3) [Junior Chef](#), €25.00 per class.

this outcome using a value game. Young people valued an increase in social engagement as between €15.00 and €50.00, which was conservatively estimated at €20. Therefore, this outcome was conservatively estimated as being worth €80.00 for four-sessions.

Parents of Young People

Another beneficiary of the youth gardening programme were parents of young people engaged in the course. Parents were considered secondary beneficiaries because they experienced positive outcomes from the programme, but did not participate directly in the course. In total, three parents shared their views and feedback about the youth gardening programme.

4.1.5 Theory of Change

The theory of change was developed through phone interviews and was refined with each interview with parents. Parents explained that participants in the youth gardening programme would share information about the environment and talk about their experiences in the community garden. A short-term outcome for parents was a change in attitude about gardening. This was described by parents in terms as recognising that children were interested in gardening and being more aware about gardening as family activity or hobby. Then, a longer-term outcome was reported as an increase in social engagement with children through gardening.

4.1.6 Outcome Four – Increased social engagement with children through gardening

Two-thirds of parents (n=2) reported an increase in social engagement with their children through gardening. Over half of young people (59%, n=29) also confirmed that they experienced an increase in social engagement with their parents through gardening. This outcome was described by parents in two ways:

- Parents felt encouraged to garden with their children at home, once or twice after the youth gardening programme;
- Parents purchased a plant or flowers for their children and decided to help maintain the garden at home;

Research shows that a more engaged time with parents was related to a reduction in delinquent behaviour and to better outcomes [6]⁸. However, this outcome was not reported by parents involved in this research.

Valuation

Research has suggested there is evidence that community garden programmes can lead can strengthen family relationships [5].⁹ The cost for attending a family gardening class was selected as an appropriate proxy for this increase in social engagement through gardening. This proxy was selected based on feedback from parents that the impact of this programme would be similar to an increase in social

⁸ It should be noted that findings on the impact of maternal time spent with adolescents involved data from 778 young people showed that the amount of maternal time did not matter for the behaviours of their children, their children's emotions or academic performance. In fact, the quality of time was considered a factor, which the authors describe as 'more engaged' maternal time.

⁹ A study of an American community garden programme by Carney et al., reported that several individuals reported that gardening contributed to a sense of togetherness within the family, as well as a place to spend quality time as a family.

engagement with children through gardening. The value of this outcome was estimated as being €24.00 based on research into three Irish providers of gardening courses for parents and families.¹⁰

Teachers

Another secondary beneficiary of the youth gardening programme were teachers involved in the Youth Gardening programme. In total, three teachers participated in this research. Overall, teachers spoke very highly of the youth gardening programme and GAP, as well as and reaffirmed the outcomes reported by young people.

4.1.7 Theory of Change

All teachers engaged in this youth gardening because their school had previously worked with GAP or been involved in the youth gardening programme. Each teacher volunteered to participate in the programme and offered supported to GAP with facilitating the programme. A short-term outcome reported by teachers was an increase in social engagement among students involved in the youth gardening programme. This outcome was described as students were out of the classroom and engaging with each other during the course. A longer-term outcome was an improved class cohesion among students.

4.1.8 Outcome Five – Improved class cohesion

Out of three respondents, two teachers reported improved class cohesion among students because of the youth gardening programme. Teachers described this change in terms similar to taking students on a full day field trip, where students learn new information and participate in a variety of activities different from in-class exercises. However, teachers explained that the youth gardening programme was particularly effective in creating a positive experience for students and contributing to class cohesion.

Valuation

Teachers were asked to determine an appropriate proxy for this improved class cohesions. Two teachers described this outcome as similar to costs involved in a class field trip; each teacher provided a cost estimate for a field trip. Research has shown there is evidence that education has led to a strengthening of social groups [7]. The proxy for this outcome was valued as being €300.00.

Summary

This research gathered the views and feedback of three beneficiaries involved in the youth gardening programme: young people, parents and teachers. The majority of young people reported an improved awareness for the local community's responsibility for maintaining local gardens, as well as, an increased interest in eating fruits and vegetables and increased social engagement with parents through gardening.

Additionally, parents and teachers confirmed all outcomes experienced by young people that participated in the youth gardening programme, and reported a similar

¹⁰ The average cost to attend a family gardening course was calculated as €24.00 per child. This was based on research into three providers of family gardening programmes: (1) [The Pavilion Garden Centre](#), €20 per family; (2) [Sonairte](#), €40.00 per child; (3) [Slieve Aughty Centre](#); €12.00 per child.

outcome. Parents reported an increase in social engagement with their children through gardening. Lastly, teachers reported an improvement in class cohesion as a result of the youth gardening programme.

5 Mapping Outcomes for the Park Stewardship Programme

Introduction

The Park Stewardship Programme (PSP) is a 10-week education programme designed to teach children to look after parks and green space in their local community. The programme is aimed at children in primary-level education, age 5 to 11, and is delivered through local schools in Ballymun.

In 2016, 82 young people participated in PSP across four schools. Over the course of ten workshops, GAP staff deliver activities and teaches students about the importance of maintaining local parks, local park ecology & biodiversity as well as the harmful impact pollution has for the environment. Activities range from flora and fauna studies, tree and bulb planting, park clean-ups and bug hunts Workshops take place in local public parks in Ballymun as well as some in-class activities and field trips to biodiversity 'hot spots' such as the North Bull Island Biosphere Reserve..

The primary beneficiaries of PSP were young people involved in the programme and secondary beneficiaries were parents, teachers and the community. The outcomes of this programme are summarised below:

Stakeholder	Outcome	Financial Proxy	Value in Currency	Impact
Young People	Outcome 6: Improved awareness of local community's responsibility for maintaining local parks	Proxy based on attendance at movies	€10.00	€330.62
	Outcome 7: Increase in time spent socialising or playing at park	Average cost of movie ticket ¹¹	€42.00	€1,339.03
Parents	Outcome 8: Increase time spent at local parks	Average cost of a family going to the pool ¹²	€18.60	€549.07
Teachers	Outcome 9: Improved class cohesion	Proxy estimated by teachers as organising a class trip	€300.00	€324.00
Community	Outcome 10: Reduction in littering and anti-social behaviour	Willingness to pay by park attendees	€15.00	€10,800.00
Total				€13,342.72

¹¹ Financial proxy selected average cost of going to the cinema for a family of two adults and two children.

¹² Financial proxy selected average cost of going to a leisure center or pool for a size of two adults and two children.

Young People

In total, 52 young people from three primary school classes were involved in this research. Data was gathered through three focus groups with classes involved in PSP, followed by a pre and post outcome survey.

5.1.1 Theory of Change

The theory of change was developed in focus groups with young people and was subsequently refined after each focus group was completed. A short-term outcome reported by young people was an increased knowledge about the environment as well as the harmful impact of pollution for local parks. Young people also reported an improved environmental awareness of local parks and awareness of visiting parks. Following these short-term outcomes, young people reported long-term outcomes, which are considered of higher value to their wellbeing and happiness.

1. Improved awareness of local community's responsibility for maintaining local parks;
2. Increase in time spent socialising or playing at park

In this SROI, the contribution (or input) made by young people was viewed as their time involved in PSP.¹³

5.1.2 Outcome Six – Improved awareness of local community's responsibility for maintaining local parks

Half of young people (56%, n=29) reported an improved awareness of the local community's responsibility for maintaining local parks. Research shows that students engaged in environmental education can develop stewardship behaviour in active outdoor environmental programmes, where programmes are primarily focussed on enhancing environmental attitudes, environmental knowledge and promoting citizenship [8–10]. A main focus of PSP is to support young children to understand their role as stewards in supporting the upkeep and maintenance of local parks. This was outcome was confirmed by young people in three ways:

- 56% of young people (n=29) experienced an improved concern for the on-going maintenance of park
- 52% of young people (n=27) experienced an increase in awareness for the local authority's responsibility for maintaining parks
- 44% of young people (n=23) experienced an improved awareness for the welfare of plants and animals in the local park

Valuation

The cost of attending a children's gardening programme was selected as an appropriate proxy for this improved awareness of the local community's responsibilities for maintaining local parks. This proxy was selected based on feedback from parents who reported that the impact of this programme would be similar to attending an outdoor education or gardening programme. The value of this

¹³ However, in line with standard SROI practices this input was not valued in monetary terms.

outcome was calculated as being €10.00 based on research into three Irish providers of gardening education programmes for children.¹⁴

5.1.3 Outcome Seven – Increase in time spent socialising or playing at park

Half of young people (54%, n=28) reported an increase in time spent socialising or playing at the park as result of PSP. This outcome was confirmed by interviews with four parents. It was estimated that on average young people went to the park six more times within the year than if they had not attended the programme, based on interviews with parents.

Valuation

A value game was used with young people to estimate the value of this outcome, which young people explained was similar to the cost of going to the cinema with a friend and parents. The value of this outcome was estimated as being €42.00 based on the ticket costs from three local movie theatres¹⁵

Parents of Young People

Parents were considered secondary beneficiary of PSP and experienced their own changes as a result of their child's participation in the programme. In total, four parents were interviewed about the value of PSP for their family.

5.1.4 Theory of Change

All parents were familiar with the GAP programme through their son or daughter although they did not directly participate in PSP. A short-term outcome experienced by parents was an increased awareness of local parks. Parents described this change as being more aware of local parks, but not having particular interest in visiting the park with their children. One parent explained that her son had told the entire family about his experience learning about the environment in Poppintree Park and they had decided to visit the park more often than before. Following this, a longer-term outcome experienced by parents was an increase in time spent with children at local parks.

5.1.5 Outcome Eight – Increase in time spent at local parks

Half of the parents interviewed (50%, n=2) reported an increase in time spent at local parks. The remaining parents did not experience this change. This outcome was described as visiting the park more often, which was estimated as 6 additional times over the course of a year..

Valuation

Research has suggested there is evidence that community garden programmes can lead to strengthened family relationships [5]. Further research also suggests that

¹⁴ The average cost to attend a one-day gardening programme was calculated as €10.00 per child. This was based on research into three providers of gardening education programmes: (1) [The Pavilion Garden Centre](#), (2) The [National Botanic Garden](#), (3) [School Earth Education](#).

¹⁵ The average cost to two children and two adults to attend the cinema was calculated as €42.00. This was based on research into three cinemas in Ireland: (1) [Odeon Ireland](#), €41.00; (2) [Omniplex Ireland](#), €34.20; (3) [Cineworld Dublin](#), €53.40

environmental education for young people can have an influence on attitudes of parents, such as visiting local rivers and wetlands as a family [11].¹⁶

To calculate the value of this increase time spent at local parks, parents were asked to suggest an appropriate proxy for this outcome; parents suggested the costs for family trip to a leisure centre or pool. Parents described that going to the park was similar to other physical activities involving the entire family, like going swimming for an afternoon. The value of this outcome was calculated as €18.60, which is based on research into three local recreation and fitness centres for two adults and two children.¹⁷

Teachers

Another beneficiary of PSP were teachers involved in the delivery of the programme. All teachers shared positive feedback about the programme and re-affirmed that outcomes reported by their students. In general, teachers explained that PSP was a enjoyable programme that they thought was very educational for students. In total, three teachers were involved in this research.

5.1.6 Theory of Change

All teachers volunteered to participate in the programme and offered support to GAP with facilitating the programme. A short-term outcome described by teachers was an increased awareness of local parks as well as increase in social engagement among students involved in the programme. Following this, teachers explained that a longer-term outcome was improved class cohesion.

5.1.7 Outcome Nine – Improved class cohesion

All three teachers (n=3) reported improved class cohesions as a result of the programme. This was described as young people having the opportunity to work closely together and offering different experiences for young people than in-class activities.

Valuation

The value of this outcome was described as the costs of going on a field trip. The average cost for a field trip was estimated as €300.00.

Community / Environment

To gather views and feedback from individual from the local community about PSP, a survey was undertaken in Poppintree Park and Coultry Park in Ballymun. In total, 24 individuals participated in this community survey.

The community was considered an important stakeholder in PSP because they are the primary users and beneficiaries of local parks. In this programme, GAP places an

¹⁶ This study found that had acquired and retained specific factual information about local environmental habitats, which were shared with their parents. Alternatively, children who did not participate in the environmental education intervention had awareness or experience more akin to local knowledge.

¹⁷ The average cost to for a family to visit a pool as being €7.25 per child. This was based on research into three local recreation and fitness centres: (1) [Sports and Fitness Markievicz](#), €19.00; (2) [Marian Pool](#), €24.00; (3) [Swan Leisure Centre](#), €13.00

emphasis on teaching young people the maintaining the upkeep and appearance of local parks for the benefit of the community. The aim of the programme is to teach young people to be park stewards that are responsible for making sure the park is kept safe and clean. Research shows that environmental education programmes for young people not only encouraged stewardship behaviours, but outcomes also continued once students return to their home communities [8].

In general, community members had positive feedback about the upkeep and condition of local parks, but not all were aware of PSP. A quarter of respondents (n=6) explained that they were aware of GAP and were very supportive of their work in the local community to help maintain parks.

5.1.8 Outcome Ten – Reduction in littering and anti-social behaviour

Over half of individuals (58%, n=14) reported a reduction in littering and anti-social behaviour. This reduction in anti-social behaviour was described by individuals as graffiti, breaking or damaging park property or abusing the plant or wildlife.

Valuation

To select an appropriate proxy for this outcome, a value game was undertaken with all survey participants. When participants were asked how much they would pay to ensure that parks were kept clean and contained well-maintained play areas for children, a third of participants (n=7) would pay between €10 to €25. The value of this outcome has been conservatively estimated as €15.

Summary

There was a range of positive outcomes for beneficiaries involved in PSP. Young people reported improved awareness of the local community's responsibility for maintaining parks, followed by an increase in time spent socialising or playing at parks.

Parents reported an increase in time spent with children at local parks as well as affirmed the outcomes experienced by young people engaged in the programme. Teachers reported an improvement in class cohesion, which was described in similar terms as a field trip or outdoor exercise. Lastly, an outcome for the community was a reduction of in littering and anti-social behaviour was a result of the Park Stewardship programme.

6 Mapping Outcomes for the Beautiful Spaces programme

Introduction about the Beautiful Spaces programme

The Beautiful Spaces programme is an annual competition and awards ceremony for young people. In this competition, schools, youth centres and community groups will submit a locally-organised environmental project that can involve cleaning-up litter, adding plants and flowers, or creating a better habitat for insects and animals. In 2016, a total of 140 young people were involved in the Beautiful Spaces competition from 12 schools and youth clubs.

There are two beneficiaries involved in this programme: young people and teachers / youth workers. The outcomes for this programme are summarised below:

Stakeholder	Outcome	Financial Proxy	Value in Currency	Impact
Young People	Outcome 11: Increased feeling of pride or community cohesion	HACT wellbeing valuation for starting a new hobby (reduced to 10%)	€170.00	€13,346.50
	Outcome 12: Increased interest in gardening at home	Proxy estimated by young people in focus groups	€10.00	€ 80.64
Teachers / Youth Workers	Outcome 13: Improved class cohesion	Proxy estimated by teachers as organising a class trip	€300.00	€712.80
	Outcome 14: Increase in parental involvement in school activities	Not considered significant to be valued in the analysis.	-	-
Total				€14,139.94

Young People

In total, 47 young people were involved in this research from 12 schools and youth groups that participated in the Beautiful Spaces programme. Young people ranged in ages from 6 to 17 years old.

At the Beautiful Spaces' award ceremony, young people were asked for their views and feedback about the programme. Young people reported that their project was "very enjoyable" and they liked "helping the community". The Beautiful Spaces programme can be best described with the following quotes:

"Improved our garden and made it look nice". - Beautiful Space Young Person 1

"I made friends and I helped the environment." - Beautiful Spaces Young Person 2

All outcome data was gathered at the end of the programme and is considered retrospective, as there was no opportunity to obtain feedback from young people at the start.

6.1.1 Theory of Change

The Beautiful Spaces competition was open to all primary and secondary schools, as well as youth clubs in Ballymun. Each school was responsible for organising a young person-centred environmental project, which would reduce the amount of litter and improve the local environmental habitat (e.g. adding plants or flowers, installing garden beds, or tending weeds or plants, etc.).

The Beautiful Spaces competition is run by GAP staff, which are responsible for coordinating the programme and reviewing each of the projects. A short-term outcome reported by young people was an improved awareness about the environment. Following this, young people reported two longer-term outcomes, which were considered to have higher value to young people:

1. Increase feeling of pride or community cohesion
2. Increased interest in gardening at home

6.1.2 Outcome Eleven – Increased feeling of pride or community cohesion

The majority of young people (87%, n=41) reported an increased feeling of pride for their school or youth centre as a result of participating in Beautiful Spaces. This outcome was also substantiated by a majority of young people (83%, n=39) that reported that they were proud that their clean-up project improved the appearance of their schoolyard or local area. This outcome was also confirmed by interviews with three parents that reported a similar outcome for young people.

Young people described this outcome as having helped the local environment or feeling like they could “make a difference” if they worked together. This outcome is best described by the following quotes:

“I have a stronger belief that young people can make a difference.” - Beautiful Spaces Young Person 30

“People started having pride about the community.” - Beautiful Spaces Young Person 11

Valuation

The proxy selected for this outcome was the HACT wellbeing valuation for starting a hobby. HACT is well known for its well-trailed methodologies for valuing outcomes. However, given the length of this outcome only 10% of the valuation was selected[12]. The value of this outcome was estimated as €170.

6.1.3 Outcome Twelve – Increase interest in gardening at home

Nearly two-thirds of young people (60%, n=28) reported that they began gardening at home or were interested in gardening at home as a result of the Beautiful Spaces programme. Some young people (n=14) did not experience this change and five young people did not provide a response.

When asked to describe the value of this programme, a young person described this outcome in terms of starting to garden at home with their family after the project was completed. Another young people explained that he returned home after the project and helped his family to improve their garden.

Valuation

To select a suitable proxy for this increased interest in gardening at home, young people participated in a value game exercise. Young people were asked to choose from a series of financial proxies that ranged from €1 to €500. On average, young people estimated that the value of this outcome was between €15 and €50. Therefore, this outcome has been conservatively estimated as €30.

Teachers and Youth Leaders

Another important beneficiary of the Beautiful Spaces competition were schools and youth clubs, interviews were arranged with a number of teachers and youth leaders to gather their views and input. In total, 9 teachers and youth leaders were interviewed about the Beautiful Spaces programme.

6.1.4 Theory of Change

The theory of change for teachers and youth leaders was developed through interviews and was subsequently refined after each interview. Many teachers explained that they had participated in the Beautiful Spaces competition in previous years and were asked only to report on changes experienced in the SROI period. A short term outcome reported by teachers and youth leaders was increased interest in improving the appearance of the local community as well as an increase in socialisation among young people involved in the programme. Following this, the longer-term outcomes described by teachers and youth leaders was improved class cohesion and an increase in parental involvement in school activities.

6.1.5 Outcome Thirteen – Improved class cohesion

Over half of the teachers (n=5) experienced an improved in class cohesions as a result of the Beautiful Spaces programme. In interviews teachers described this change as an improvement in the socialisation between students through working together on a practical, outdoor activity.

Valuation

Teachers described this outcome in similar terms to a class field trip when asked to choose an appropriate financial proxy. Teachers explained that a field trip was appropriate because it would have the same impact for students, particularly the opportunity for students to work collaboratively and socialise in an environment outside of the classroom. The value of this outcome was calculated as €300.

6.1.6 Outcome Fourteen – Increase in parental involvement in school activities

A fifth of teachers (22%, n=2) reported an increase in parental involvement in their school or youth centre because of the Beautiful Spaces competition. Teachers explained that this programme offered an interesting, unique opportunity for parents to get involved and work alongside their children on a project.

Valuation

Teachers described the value of this outcome as similar to benefit of having a support workers helping in the classroom. This increase in parental involvement was not included in this valuation because it was not considered significant to be valued as part of the analysis.

Summary

The main beneficiaries of the Beautiful Spaces programme were young people, teachers and youth workers. All of these stakeholders experienced material changes as a result of participating in the Beautiful Spaces programme.

Young people reported two outcomes, which included:

- An increased feeling of pride or community cohesion
- An increase interest in gardening at home

For teachers and youth leaders, the material changes experienced by their school or youth club were an improvement in class cohesion.

7 Mapping Outcomes for the Environmental Stewardship programme

Introduction about the Environmental Stewardship programme

The Environmental Stewardship programme (ESP) is four school-based workshops that aim to introduce students to concepts of environmental sustainability and stewardship. The four main topics covered in ESP are: environmental views and values, energy and climate change, water, as well as food miles and food waste. These hands-on workshops feature a range of environmental topics, which introduces students to new ideas through games, exercises and discussions, as well as allows students to explore their own environmental views.

The local community was considered the primary beneficiary of ESP. In 2016, a total of 55 young people were involved in ESP from three schools.. A summary of the outcome of the programme is explained below:

Stakeholder	Outcome	Financial Proxy	Value in Currency	Impact
Community / Environment	Outcome 15: Reduction in utilities (e.g. water, electricity, waste)	Average amount of household money saved on utilities	€89.33	€3,035.15
	Total			€3,035.15

Community / Environment

The local community was considered the beneficiary of ESP, because the young people reported a reducing in utility usage, such as water, electricity and waste, as a result of participating in the programme. Young people described that the programme was interested because it made them think about doing things differently or in new ways that would help the environment.

7.1.1 Theory of Change

A short-term outcome reported by young people involved in the programme was an improved knowledge of environmental sustainability. Following this, young people reported a longer-term outcome was a reduction in utility usage, such as water, electricity and water. Although young people experienced this outcome, this was considered a benefit for the local community as young people did not benefit from this outcome directly.

7.1.2 Outcome Fifteen – Reduction in utilities

The majority of young people (77%, n=7) experienced a reduction in usage of utilities, which included water, electricity or waste. Although young people did not benefit directly from this reduction in utility usage, this outcome was considered material for young people because an important focus of the programme is teaching how an individual has positive and negative impact on the environment.

Research has shown that environmental education programmes can be effective in impacting pro-environmental behaviour [14]. A meta-analysis of research on responsible environmental behaviour has shown that both knowledge of issues and action strategies for the environment are positively correlated with responsible environmental behaviour [14].

Valuation

In a focus group, young people were asked to estimate the cost saved from this reduction in utility usage. The average cost estimated for this outcome by participants was €89.33.

Teachers and Youth Leaders

Two teachers and youth workers participated in phone interviews about ESP. Both teachers and youth leaders reported that the programme was very impressive and explained that young people had learned important knowledge about the environmental sustainability and practical changes that they could make to improve the environment. However, no longer-term outcomes were reported by teachers and youth leaders.

Summary

A majority of young people reported a reduction in utility usage as a result of ESP. Overall, the community was considered to be the beneficiary of this outcome. Compared to other programme, there were fewer reported outcomes for this programme due to the low number of participants in the SROI period.

8 Mapping Outcomes for the Green Living Programme

Introduction about the Green Living Programme

The Green Living programme is an action-oriented programme involving four environmental workshops for local residents in Ballymun with an aim to encourage simple behavioural and practical changes that will help reduce water and energy consumptions, and reduce waste consumption.

The beneficiaries of this programme are adult participants in the programme, staff at community centres as well as the local community / environment. The outcomes of this programme are summarised below:

Stakeholder	Outcome	Financial Proxy	Value in Currency	Impact
Adults	Outcome 16: Improved community cohesion	HACT wellbeing valuation for joining a social group (Reduced by 50%)	€1,068.05	€21,570.34
Community Centres	Outcome 17: Increase in new service users	Estimated cost of new participants for service	€50.00	€63.00
Community	Outcome 18: Reduction in utilities (e.g. water, electricity, waste)	Average utility costs savings estimated by participants in focus group and interviews	€426.72	€7,895.64
	Outcome 19: Increase in environmentally sustainable behaviour	Average waste costs savings estimated by participants in focus group and interviews	€133.80	€2,410.81
	Total			€31,939.79

Research on Carbon Emissions

A 2012 study highlighted how changes in consumer behaviour can lead to big reductions in greenhouse gas emissions in the EU, particularly in transport, housing and food. Research shows that behavioural changes can complement technological changes and are an important factor in reducing greenhouse reduction targets more cost-effectively.¹⁸

Adults

All participants of the Green Living programme participated in an initial focus group, followed by pre and post questionnaire to gather data on outcomes and the extent

¹⁸ The results show that the behavioural changes that could take place have the potential to save emissions totalling up to about 600 million tonnes of CO₂-equivalent a year in 2020. This is about one-quarter of the projected annual emissions from sectors not covered by the EU emissions trading system https://ec.europa.eu/clima/news/articles/news_2012102402_en

of their change. In total, 33 adults were involved in this research from three community centres that ran the Green Living programme in the SROI period. Participants reported that the programme “very informative” and offered practical changes to help the environment. This value of this programme can be best demonstrated by the following quotes:

“They explained about we could save water, and make sure that we’re not wasting electricity, water or even rubbish. This has helped us reuse clothes and fabrics, and make sure that we’re composting rubbish for our gardens.” - Green Living participant 8

“Instead of using chemicals, GAP showed us how to make cleaners using lemon and vinegar. These are natural solutions that we could use at home.” - Green Living participant 3

8.1.1 Theory of Change

The Green Living programme is delivered as four workshops, each focussing on a variety of household behaviours and practical changes that encourage participants to reduce their impact on the local environment. Participants will learn about the programme by word of mouth or through the community centre. A short-term outcome reported by adults was an improved awareness for environmental issues. Participants reported that an immediate change was learning about the harmful effect that electricity usage and incorrectly disposed waste or chemical products can have for the environment. Other short-term outcomes reported by participants were an increase in knowledge about environmentally sustainable practices as well as an increased socialisation among participants, such as meeting new people and building new friendships.

Following these changes, participants reported that a longer-term outcome was an improvement in community cohesions among participants.

8.1.2 Outcome Sixteen – Improvement in community cohesion

The majority of participants (85%, n=23) reported an improvement in community cohesion as a result of the Green Living Programme. Participants described this change in terms of having more determination to reduce the carbon footprint of the community or working together to make the community more environment friendly. The following quotes best describe this outcome:

“If the whole community can change then the whole place can be much better.” - Green Living participant 14

“I am working to help the community understand how to keep the area clean.” - Green Living participant 27

This outcome was further substantiated by two-thirds of participants (52%, n=14) that reported an improvement in their social connection between neighbours involved in the Green Living programme. This change is best described by the following quotes:

“I had a chance to talk more with other participants and have coffee with them.” - Green Living participant 19

“The programme helped me become more sociable.” - Green Living participant 11

Valuation

The proxy selected for this outcome was the HACT wellbeing valuation for joining a social group. HACT is known for its well-trailed methodologies for valuing outcomes. However, given the short length of this outcome only 50% of the valuation was selected[12]. The value of this outcome was estimated as €1,068.50.

Staff at Community Centres

Community centres in Ballymun have a long-standing relationship with GAP and have ran the Green Living programme consecutively for many years. In total, two staff members were interviewed for this research. Generally speaking, staff reported many positive things about GAP and the Green Living programme, which they reported was a very useful and practical programme for local residents. Their views are best described by the following quote:

“There are lots of benefits. We run the four week Green living programme, and a lot of the women that are involved in the programme said they got a lot out of the programme.” - Community Centre Staff 1

In interviews, staff were asked to describe only material changes that occurred during the SROI period, as opposed to outcomes from previous courses.

8.1.3 Theory of Change

Community centres support the delivery of the Green Living programme by helping to recruit participants through promotion and word of mouth. Each centre provides space for the programme to be delivered. A short-term outcome reported by staff was an increased social interaction between participants attending the community centre. Following this, a longer-term outcome was that an increase in new participants attending programme or events held at the community centre.

8.1.4 Outcome Seventeen– Increase in new service users

Two staff members (n=2) reported an increase in the number of service users attending programme held at the Community Centre. This was described as participants in the Green Living programme engaging in new activities or events, where they had not previously engaged. The value of this outcome for staff is described by the following quote:

“A benefit of the Green Living Programme we have is that someone from another centre or someone new is introduced to the centre, it is broadening our network. It also gives us another programme to run at our centre.” - Community Centre Staff 2

Staff reported that the Green Living programme was useful for recruiting new participants, but amounted to only a few individuals each year.

Valuation

When participants were asked to provide a proxy to value this outcome, staff reported that undertaking a social media or poster campaign would achieve the same level of change. The value of this outcome was estimate as being €50.

Community / Environment

The Green Living programme supports local residents to adopt more environmentally sustainable behaviour and changes in their households, which, in turn, generates

outcomes for the local community and environment. The environment is considered a key beneficiary of the Green Living because its outcomes benefits the wider community, not just the participants involved in the service.

8.1.5 Theory of Change

Like the theory of change for adults involved in the service, participants will attend four workshops focussing on a range of household behaviours and practical changes that encourage participant to reduce their impact on the local environment. A short-term outcome reported by adults was an improved awareness about environmental issues, an increase in knowledge about environmentally sustainable practices as well as an increased socialisation among participants, such as meeting new people and building new friendships.

Following these changes, longer-term outcomes for the local community / environment included a reduction in utilities (e.g. water, electricity, waste) and an increase in environmentally sustainable behaviour.

8.1.6 Outcome Eighteen – Reduction in utilities

The majority of participants (85%, n=23) reported a reduction in their utility usage, such as water and electricity, as result of attending the Green Living programme. This outcome was also confirmed by feedback from two staff members. This change was described by participants in a number of different ways, such as using less electricity or water in their homes, frequently turning off taps and lights in a home, and unplugging electrical appliances not being used. This change is best described by the following quotes:

“Knocking off lights I don’t need. Filling the sink and not leaving the water running.” - Green Living participant 15

“I am using seven litres to flush instead of nine litres.” - Green Living participant 14

Valuation

Research by Diekmann and Preisendoerfer found that people choose the pro-environmental behaviours that demand the least cost [15]. This research suggests that a change in environmental attitudes and low cost pro-environmental behaviours, like recycling, do correlate significantly. For example, people who care about environmental concerns will engage in activities like recycling, but do not necessarily engage in activities that are more costly or inconvenient. Therefore, this suggests that improved environmental attitudes can have an impact on an individual's pro-environmental behaviour [15].

For water usage, the estimated amount saved per month was €10.46 per month (or €125.52 per annum). For electricity usage, the estimated amount saved per month was €25.10 per month (or €301.20 per annum). The total cost saving per annum is estimated as €426.72, which was selected as an appropriate financial proxy for this outcome.

8.1.7 Outcome Nineteen – Increase in environmentally sustainable behaviour

Three-quarters of participants (52%, n=14) reported an increase in environmentally sustainable behaviour. This change was described as decisions to stop purchasing

environmentally harmful products, such as plastic bags or chemical household products, and making environmentally friendly decisions, such as using homemade cleaners and starting to compost their food waste. Research has shown there is evidence that increased education enhances the efficiency of consumer choices and promotes more efficient decisions [16]. This outcome is best described by the following quotes:

“No bleach, all bread soda, lemon and vinegar it makes a big difference.” - Green Living participant 1

“I now use less harmful products as a result of knowledge I gained from the GAP programme.” - Green Living participant 11

Valuation

Like the previous outcome, respondents were asked to estimate this outcome as a potential cost saving in terms of a reduction in using environmentally harmful products (like plastic bags, chemical products) and an increase in recycling or composting. Respondents estimated that they saved, on average, €6.38 per month (or €76.56 per annum) in environmentally harmful products and €4.77 per month (or €57.24 per annum) on recycling and waste disposal as a result of the Green Living programme. The value for this outcome was calculated as €133.80.

Summary

The Green Living programme is one of GAP’s long-standing environmental programmes in Ballymun. The two beneficiaries of the Green Living programme were viewed as being adult participants and staff at the community centres.

Adults reported the main outcome of the Green Living programme as a reduction in water and electrical usage, which resulted from the increased awareness of environmental issues from the programme. Other outcomes reported by participants included an increase in environmentally sustainable practices and an increase in community cohesion.

Staff involved in the delivery of the Green Living programme reported an outcome for community centres as an increase in the number of new individuals attending its programmes.

9 Mapping Outcomes for Community Garden Programme

Introduction about the Community Garden Programme

The Community Garden programme began in 2012, when land was donated by the local diocese to build a community garden. This programme offers an opportunity for community groups and local residents to have a supportive experience of learning core skills involved in growing their own food as well as managing waste through community composting and saving water by rain-water harvesting. Another aim of the programme is for local residents and community groups are to support engagement with other people in the community and create social connections. .

This section of the report includes views and experiences of people who have directly and indirectly benefited from the Community Garden. There are four stakeholder groups for this programme: adults with intellectual disabilities, adults on employment programmes, adults from the local community, and local residents in the neighbourhood who do not use the garden (e.g. community).

Stakeholder	Outcome	Financial Proxy	Value in Currency	Impact
Adults with Intellectual Disabilities	Outcome 20: Increase in social engagement between participants	Proxy estimated by participants in interviews using value game	€549.00	€1,372.50
	Outcome 21: Increase in employment skills	Not considered significant to be valued in the analysis.	-	-
	Outcome 22: Improvement in physical fitness	Not considered significant to be valued in the analysis.	-	-
Adults involved with employment support programmes	Outcome 23: Increase in workplace readiness	HACT wellbeing valuation for general employment training	€1,809.30	€2,127.74
	Outcome 24: Increase in physical fitness	Average cost of a annual membership at a gym	€360.00	€1,814.40
Adults not involved with any other programme	Outcome 25: Reduction in social isolation	Proxy estimated by participants in interviews using value game	€300.00	€2,880.00
	Outcome 26: Increase in physical fitness	Not considered significant to be valued in the analysis.	-	-

Adults participants involved in the Community Garden	Outcome 27: Reduction in grocery costs	Proxy estimated by participants in interviews	€255.00	€8,772.00
	Outcome 28: Reduction in food miles and carbon emissions	Proxy estimated by participants in interviews	€3.34	€114.90
Community	Outcome 29: Improvement in community cohesion	Proxy estimated by participants in interviews using willingness-to-pay techniques	€60.00	€15,789.60
Total				€32,871.14

Adults with Learning Disabilities

St. Michael's is Disability Community Group attend the Community Garden as a core part of its programme for participants. This group spent, on average, seven hours working in the garden over two sessions per week. Participants were between the ages of 20 and 40.

In total, four people from this group were involved in this research out of possible five potential participants. Participants at St. Michael's Disability Community Group had an opportunity to elect the community garden as one of their weekly activities and their involvement in the garden was included as part of each individual's care plan. St. Michael's staff reported that it could be difficult to find appropriate outdoor activities for individuals with intellectual disability, especially people that do not enjoy traditional educational environments. The Community Garden was viewed as being very valuable to participants. A staff member commented that being able to see the value of gardening contributed to a sense of satisfaction and achievement in the group. The following quotes highlight why clients elected to participate in the Community Garden:

"I do a lot of gardening at home and I like it." - Community Garden participant 2

"I have tried something new and I like it, its nice to look at and you get to meet new people." - Community Garden participant 1

9.1.1 Theory of Change

All participants of St. Michael's Disability Community Group had an opportunity to elect the community garden as one of their weekly activities. The short-term outcomes for this group was that participants gained increased knowledge and skills in relation to gardening and other outdoor activities. One participant explained that part of the benefit of working of the community garden was learning about the different fruit and vegetable available. In their own words, there 'is always enough to take something home'. Another short-term outcome reported by participants was an increased socialisation between individuals attending the community garden.

The long-term outcomes of the programme included increased social cohesion and increased employment skills.

9.1.2 Outcome Twenty– Increase in social engagement between participants

All participants (n=4) reported an increase in social engagement or cohesion as a result of the Community Gardening programme. Participants described this change in different ways, however an overall consistent theme identified was individuals developed more social connections with peers and members of the wider community.

“A chance to see and meet new people.” - Community Garden participant 2

One staff member also substantiated this outcome by reporting that participants enjoyed environment as well as the physical freedom, which led to participants feeling more comfortable engaging socially with new people.

Valuation

To estimate the social value of this outcome, a value game was played with each participant individually. This value game was used to help participants estimate the value of this outcome from their own perspective. The average benefit of this increase in social engagement was calculated as being €61 per month (or €732 for 12 months).

9.1.3 Outcome Twenty One – Increase in employment skills

One participant (n=1) reported an increase in employment skills as a result of the Community Garden programme. For this one individual, substantial skills were developed in essential workplace related area such as: team work, listening and following instruction, personal responsibility, and communication skills.

Valuation

This increase in employment skills was not valued as part of the final analysis only one participant reported an increase in their employment skills. According to the tutor, the remaining individual had tried courses before however these had not worked well, and had not greatly increased their outcomes.

9.1.4 Outcome Twenty Two – Increase in Physical Fitness

No participants (n=0) reported a significant increase in physical fitness as a result of the Community Garden programme.

Valuation

This increase in physical fitness was not valued as part of this final analysis as participants reported was no significant change. As compared to the SAOL group this may be due to the age profile, as the SAOL group were older and potentially had fewer other outlets for physical activity.

Adults with Employment Difficulties

Men at distance from the labour market attending in a six-month employment courses were involved in the Community Garden programme. Participants reported that they experienced a range of benefits from the programme, including increased

confidence in a work place setting, the development of work place readiness skills, such as teamwork and communication skills as well as increased physical fitness. The benefit of this programme can be best described by the following quotes:

"I love coming, it's a good community vibe." - Green Living Participant 2

"The work and effort you put results in stuff growing which you can then take home to your family." - Green Living Participant 7

In total, seven individuals (n=7) were involved in a focus group and interviews for this research.

9.1.5 Theory of Change

The short-term outcomes for this group were participants increased their knowledge and skills and benefited from the opportunity to try new things and to engage in activities that were of a physical outdoors nature. The long-term outcomes of the programme included increased social cohesion and an opportunity to develop workplace related skills that supported them to prepare their employment readiness.

9.1.6 Outcome Twenty Three – Increase in work readiness

An outcome experienced by all participants (n=7) was an increase in work readiness. This was defined by the group as a series of factors: including an improved skills (i.e. gardening, teamwork, communications) and attitudes (i.e. valuing work).

Valuation

To estimate the social value of this outcome, a HACT wellbeing valuation was selected for the average cost of a general employment-training course. The social value for this increase in work readiness was calculated as being €1809.30 for a year.

9.1.7 Outcome Twenty Four – Increase in physical fitness

An outcome experienced by all participants (n=7) was an increase in physical fitness. All seven agreed that they had improved fitness and were stronger as a result of working in the garden twice a week, which they described, had made them more fit and stronger.

This participant assessment is supported by research. A study by Reif suggests there are physical benefits of gardening activities, such as improved muscle coordination and training of unused muscles [17]. This study found that gardening activities provided proper motions for participants to routinely practice.

Valuation

To estimate this increase in physical fitness, the average cost of an annual gym membership was selected as an appropriate financial proxy. The value of this increase in physical fitness was estimated as €360.¹⁹

¹⁹ Membership fees for a local gym in Dublin are €24.99 per month and approximately €300.00 per annum (<http://www.f4l.com/tallaght/index.htm>)

Adults not involved in other programmes or supports

There are number of local residents that will visit the Community Garden throughout the year. Three people were interviewed out of 12 community members who regularly use the garden. Their use of the garden ranged from one to two sessions.

9.1.8 Theory of Change

The short-term outcomes were that participants had improved their knowledge and skills around gardening and increase socialisation with other participants in the community garden. A longer-term outcome reported by participants was a reduction in social isolation.

The short term outcomes for this group was that participants gained increased knowledge and skills and benefited from the opportunity to try new things and to engage in activities that were of a physical outdoor nature. The long-term outcomes of the programme included increased social cohesion and a reduction in social isolation.

9.1.9 Outcome Twenty Five – Reduction in social isolation

All three respondents (n=3) reported a significant reduction in feelings of social isolation. For all involved they reported feeling a significant amount of social isolation prior to becoming involved in the garden. Being able to attend regularly and feel a sense of belonging has significantly contributed to their sense of wellbeing. The following quotes highlight the sense of isolation experienced by participants.

"If I wasn't doing this I would be sitting at home or in the office." - Community Garden participant 6

"Before coming to the garden I was alone, I used to get the DART out to Bray by myself." - Community Garden participant 7

All reported a significant reduction in isolation. For one participant the impact of their new found confidence, which was related to their engagement on the garden had also improved relationships with children, who admired their work with the Community Garden and with neighbours who the participant shared the fruits and vegetables with, this also served to reduce isolation and increase social connections.

Valuation

To estimate the social value of this outcome, a value game was undertaken with each participant individually. This game was used to help participants estimate the value of this outcome from their own perspective. Two participants (n=2) located the value at between €300 and €400 annually. A third initially located the value of this change at €3,000. For this outcome, a social value of €300 was selected as the conservative estimate for a reduction in social isolation. It should be noted that this is much less than HACT assessments of value for the same outcome.

9.1.10 Outcome Twenty Six – Increase in physical fitness

One respondent (n=1) reported an increase in physical fitness. This was described as in terms as an improvement in diet and energy.

Valuation

An outcome that was not valued as part of this report was an increase in physical fitness. This was not at a level to be considered significant and was therefore not included in the analysis.

All Participants involved in Community Garden

In this research, there were outcomes were experienced by all adults that participated in the Community Garden. These outcomes were reported by all participants, and a central to the social value of the programme. In total, 15 adults experienced these outcomes.

Theory of Change

A short-term outcome for all participants was the opportunity to try new foods and vegetables. A longer-term outcome was a reduction in grocery costs and a reduction in food miles and carbon emissions.

9.1.11 Outcome Twenty Seven – Reduction in grocery costs

All adults involved in the community garden experienced a reduction in their weekly grocery costs for 30 weeks of the year. Each week, participants in the Community Garden would receive a large bag of locally grown vegetables harvested from the Community Garden, which included potatoes, onions, brassica and other seasonal vegetables.

Valuation

To calculate the financial savings for adults that experienced this reduction in grocery costs, the value of this outcome was estimated as €7.50 per bag of locally grown vegetables. The total value of this outcome was calculated as €225.00 for 30-weeks.

9.1.12 Outcome Twenty Eight – Reduction in food miles and carbon emissions

An outcome reported for all adults involved in the Community Garden was a reduction in food miles, which is a term to describe the distance food is transported from its production until it reaches the consumer or grocery store. The benefit of this outcome is that there is a reduction in the carbon emissions of trucks or airplanes required to transport vegetables to Ireland.

This was considered an important outcome for adults that received a large bag of vegetables because produce had been grown locally and harvested from the Community Garden. Based on the bags of vegetables received by all participants, three popular vegetables were potatoes, brassica and onion.

Valuation

To calculate the value of this reduction in food miles, a carbon emission calculator was used to estimate the reduction in carbon emissions.[18] GAP assisted by providing information on the total weight of vegetables produced by the Community Garden for a full year, which is as follows: potatoes (600kg) brassica (500kg), onions (420kg).

To estimate the reduction in carbon emissions, the food miles or distance travelled for each vegetables was calculated:

- Potatoes travels 2285 miles (3676km) from Cyprus to Ireland, which is a reduction in 2426 kg in carbon emissions²⁰
- Brassicas travels 1134 miles (1825km) from Poland to Ireland, which is a reduction in 1004 kg in carbon emissions²¹
- Onions travels 902 miles (1451km) from Spain to Ireland, which is a reduction in 670 kg in carbon emissions²²

The total reduction in food miles for participants is calculated as a saving of 4,100 kg in carbon emissions for a total of 4,870 miles (6,952 km). According to research, the global carbon price is €35.00 per metric tonne of carbon emissions[19]. Therefore, the total saving is €144 in carbon emissions (or a value of €3.34 per participant)²³.

Community / Environment

Important stakeholders for Community Garden are the local residents neighbouring the garden. The Community Garden is located behind the Church of Virgin Mary in Ballymun in large vacant fields to one side and a large number of housing blocks neighbouring this space.

In order to understand whether the garden has an impact or value to local neighbours and residents 15 interviews were undertaken with local community members, 10 were neighbours in the streets facing the garden and five respondents lived within three to four blocks of the garden. Interviews were undertaken until it was felt that saturation had been reached in relation to the views and values provided.

9.1.13 Outcome Twenty Nine – Improvement in community cohesion

All 15 respondents (n=15) reported an improvement in community cohesion as a result of the Community Garden. Four respondents (n=4) described this change as making the community friendlier and people have a greater sense of pride about the neighbourhood. Research into small area census data shows there are 387 individuals (over the age of 18) in neighbouring local area to the Community Garden.

The value of this outcome is best described by the following quotes from local residents:

"It has changed this area, there used to be nothing - just empty lots, it's great to see it buzzing and alive with people." - Local Resident 3

"I don't want to go and garden there, but it's worth a lot to have it on the street. I love seeing everyone they're working and all the beautiful flowers in summer, there should be more of these." - Local Resident 8

²⁰ That means that 2426.2 kg of CO₂ are emitted to the atmosphere as a result of transporting 600 kg of food a distance of 3676 km, approximately the same amount as going for a 7677.8 km drive in an average car.

²¹ That means that 1003.8 kg of CO₂ are emitted to the atmosphere as a result of transporting 500 kg of food a distance of 1825 km, approximately the same amount as going for a 3176.6 km drive in an average car.

²² That means that 670.4 kg of CO₂ are emitted to the atmosphere as a result of transporting 420 kg of food a distance of 1451 km, approximately the same amount as going for a 2121.5 km drive in an average car.

²³ Research indicates that the global carbon price is €35.00 per tons of carbon emission. (€35.00 x 4.1 tons = €143.5 / 43 participants = €3.34 per participant).

Valuation

To estimate the social value of this outcome, researcher used willingness to pay techniques for local residents to estimate this improvement in community cohesion. The value of this outcome was estimated at an average cost of €60 per individual.

Summary

There were four main stakeholders that were involved in the Community Garden: adults with intellectual disabilities, adults with employment difficulties, adults with no previous engagement in community programmes, and local residents (i.e. the local community).

Based on the findings gathered through focus groups and interviews, there were a range of outcomes for these stakeholder groups. Adults with learning disabilities reported an increase in social engagement between participants and an increase in employment skills. Another group involved in the community garden were men at distance from the labour market and attending an employment support programme. These participants reported an increase in workplace readiness and increase in physical fitness.

Also, adults that visited the local garden, with no engagement with other community programmes, reported a reduction in social isolation. Lastly, an outcome for the community was an improvement in community cohesion.

10 Mapping Outcomes for Greening Your Neighbourhood

Introduction about the Greening Your Neighbourhood Programme

The Greening Your Neighbourhood (GYN) programme is a long-standing project for GAP. This programme involves GAP staff visiting communities and working with local residents in communities to teach how to plant trees and plants, create flower boxes, and organise local clean-ups in order to improve the appearance of the neighbourhood.

The Greening Your Neighbourhood programme has been successfully carried out in various communities in Ballymun, and helped improve relationships between GAP and local residents that would not normally be aware of GAP's environmental work or engage its programme. For this section, seven participants in the Greening Your Neighbourhood programme participated in interviews.

Stakeholder	Outcome	Financial Proxy	Value in Currency	Impact
Community / Environment	Outcome 30: Increase in community cohesion	HACT wellbeing valuation for a good neighbourhood (Reduced by 50%)	€591.77	€17,444.05
	Outcome 31: Improvement in appearance of local community	Estimated costs of a landscape architect	€1000.00	€680.00
Total				€18,124.05

Community / Environment

In total, seven participants from the GYN programme were involved in this research. All participants participated in their local communities' GYN project by participating in community gardening or clean-up events. Generally speaking, participants reported that the green areas in the neighbourhood were "much nicer" and "looked better" since the project was completed. The following quote best describes the value of the programme:

"The experience of learning how to plant properly and maintain the area was of great help" - Greening Your Neighbourhood participant 5

It is estimated that 51 community members were involved in the GYN programme during the SROI period. In total, seven participants were interviewed understand what outcomes were experienced by the local community. This section will explain the outcomes reported by these participants.

10.1.1 Theory of Change

Though the GYN programme is led by GAP staff, participants were considered key community members that helped organise the GYN programme in their local community, such as organising clean-up events and recruiting other neighbours to participate in activities. A short-term outcome described by respondents was an increased awareness for maintaining the upkeep and appearance of the local area. This was followed by an increase social engagement between local residents involved in GYN activities. A long term outcomes described by respondents was an increase in community cohesion and an improvement in the appearance of the local area due to the addition of new garden.

A long term outcomes described by respondents was an increase in community cohesion and improvement in the appearance of the local community. Like previous sections, only longer-term outcomes were valued and considered of higher value to the participants.

10.1.2 Outcome Thirty – Increase in community cohesion

All respondents (100%, n=7) reported an increase in community cohesions as a result of the GYN programme. Participants reported this outcome in two ways: all respondents (n=7) also reported an increase in time spent socialising with neighbours. This was described in terms as spending more time spent talking with residents and getting to know neighbours that would not have otherwise met with regularly. Many residents reported that they already were in contact with their neighbours, but this programme offered a unique opportunity for local residents to come together.

A majority of respondents (85%, n=6) also reported an improvement in relationships between neighbours because of the GYN programme. This was described in terms as neighbour working alongside each other to help improve the appearance or upkeep of the community.

The value of this outcome can be best described by the following quotes:

“People are delighted and impressed with improving their community. You have strangers asking how they can get involved with GAP. Other people visiting are commenting on how lovely our neighbourhood is.” Greening Youth Neighbourhood participant 2

“I get together with one of my neighbours to help take care of plants in the community.” - Greening Youth Neighbourhood participant 6

Valuation

This increase in cohesion is conservatively valued using the HACT wellbeing valuation for a good neighbourhood, which was reduced by 50%, due to the short-term nature of the programme. The value of this outcome was estimate das being €591.77.

10.1.3 Outcome Thirty One – Improvement in the appearance of the local community

All respondents (n=7) reported an improvement in the appearance of the local community because of the installation of a community garden in the nearby green spaces. GAP worked with members of the community to improve their green spaces,

such as building flowerbeds, adding planters and trees as well as cleaning up any green space used by the community.

Valuation

To calculate the social value of this improvement in the appearance of the local community, community members were asked to estimate the value of this outcome in financial terms.

All residents reported that the value of this outcome was similar to the costs involved in hiring a landscaper to design a local garden in the community. The financial cost for a landscaper was estimated by respondents between €1,000 to €1,200. Therefore, the value of this outcome was conservatively estimated at €1,000.

Summary

Participants involved in the GYN programme reported a range of outcomes. All participants (n=7) reported an increase in community cohesions. This change was reported in two ways: an increase in time spent socialising with neighbours and an improvement in relationship between neighbours. All community members (n=7) also reported that a change for the community was that there was an improvement in the appearance of the green spaces.

11 Mapping Outcomes for Partner Organisations

Introduction about other key stakeholders

The Global Action Plan have long-standing relationships with key partner organisations in Ballymun, which are considered important stakeholders, These organisations have fostered close relationships with local residents and community groups about environmental and housing-related issues and work with GAP to improve the environmental sustainability of the community and its residents. The organisations involved in this research were:

- Tidy Towns Ballymun
- Dublin City Council (DCC)
- Local Diocese in Ballymun and Sillogue

Residents will sometimes report concerns about the local environment to these other stakeholders, who have an understanding of environmental issues impacting the community. During the regeneration in Ballymun, GAP developed its programmes to educate the community about environmental issues while the community transitioned from living in high-story apartment flats to row housing.

This section will report on the views and outcomes of partner organisations that were collected through interviews with key representatives for each organisation.

Stakeholder	Outcome	Financial Proxy	Value in Currency	Impact
Dublin City Council	Outcome 32: Increase in engagement with community about environmental issues	Average salary for a full time Communication Coordinator in charity sector	€38,554.00	€34,004.63
	Outcome 33: Reduction in littering and anti-social behaviour	Not valued to limit over-claiming of previous outcome	-	-
Tidy Towns	Outcome 34: Increase in engagement with schools, youth groups and community groups	Estimated cost of a social media campaign and engagement with local schools and community groups	€300.00	€522.90
Local Diocese	Outcome 35: Increase in appearance in local community	Average of community consultation for charity	€5,000.00	€3,600.00
Total				€38,127.53

Dublin City Council

Dublin City Council (DCC) formerly the Ballymun Regeneration Ltd led the development, planning and implementation of a regeneration programme in Ballymun, which started in 1997. DCC played a critical role in organising the involvement of various community groups and organisations as part of its regeneration master plan for the area.

In the environmental domain, DCC developed a Waste Management Strategy and convened a working group that involved GAP, DCC, local groups and residents [20].

As the main funder of GAP, DCC provides funding and other material resources, such as office space, that supports GAP with undertaking their programmes. In the SROI period, the amount of funding and in-kind donations provided by DCC was calculated as €150,000.

A total of three representatives from DCC (n=3) were involved in this research, representing two departments within DCC: the local area management and the parks department. Each representative was interviewed by telephone, and provided with opportunity to confirm their responses for clarification and feedback.

Generally speaking, DCC reported that the relationship between their staff and GAP was been very successful. They reported that their work has focussed on the education of local residents and children about the importance of taking care of the environment and local green space. This is best described by the following quote:

“Young people in Ballymun have very little awareness of nature. Working with GAP, they have an appreciation of the education of the young people. The anti-social behaviour is chronic, and the idea with having children plant trees and they take some responsibility of taking care of the park.” - Dublin City Council

11.1.1 Outcome Thirty Two– Increase engagement with community about environmental issues and behaviour

Two staff with DCC (n=2) reported an increase in engagement with young people and local residents about environmental issues as a result of their partnership with GAP. According to GAP staff, this outcome is a result of the increased opportunities to meet and socialise with local residents, which is a critical opportunity for staff to share environmental issues that can negatively impact local neighbourhoods and parks. For example, a respondent described that maintaining local green spaces is a large responsibility for DCC, and the local residents play an important role taking care of their local area.

This can be best described by the following quote:

“One of my responsibilities is tidying up or cleaning up the park, or filling up holes. Sometimes it's dealing with the impact of anti-social behaviour for parks. We loose our enthusiasm about cleaning-up parks when we're dealing with these issues, but working with these GAP gets me excited about working with people because I know that they'll learn the impact they have on the park.” - Dublin City Council

Valuation

Dublin City Council was asked to explain the value of this increase in engagement with community regards environmental issues. One respondent reported that he could not estimate this impact in cost terms, nor DCC would be able to recreate a similar outcome.

After discussing this outcome, one interviewee reported that this same impact could potentially be achieved by employing a full-time employee responsible for liaising with local community groups and resident organisations about the environmental issues, as well as encouraging engagement in local environmental projects and events, such as the community garden. Using relevant wage scales this was valued at €38,554.

11.1.2 Outcome Thirty Three – Reduction in littering and anti-social behaviour

Two DCC staff members (n=2) reported a reduction in littering and anti-social behaviour as result of the work of GAP programmes and engagement with local residents. This value of this outcome was described in terms of their environmental programmes, especially their work with young people, and their attention for promoting greater awareness of maintaining local green space and awareness for plant and wildlife in parks.

The value of this outcome for the DCC can be best described by the following quotes:

"I have noticed that kids that are involved with GAP are not the young people who are perpetrator of this anti-social behaviour. Kids involved in GAP are not the ones that are smoking or causing vandalism. They're more invested in parks and their environment. They have developed a social consciousness about nature because of doing this programme." – Dublin City Council

Valuation

This outcome was not valued to avoid over-claiming this reduction in littering and anti-social behaviour in previous GAP activities. On further discussion, it was considered that this value of this outcome was reported in the Park Stewardship programme.

Tidy Towns Ballymun

Tidy Towns Ballymun is the local organising committee for Ballymun's annual competition and bid for tidiest town in Ireland. This committee has been working in Ballymun for the past ten years. The purpose of the competition is to encourage large voluntary effort from the community and motivate sustainable change that will help improve the environment and appearance of the local town. This local organising committee is formed by various community members, who play an important role is coordinating Tidy Town activities, events and community relations, and have worked closely with GAP for many years.

Six representatives of the Tidy Towns Ballymun (n=6) provided their views and feedback for this research, which was collected through phone interviews and an

online survey. In 2016, Tidy Towns reported that approximately 100 volunteers were engaged in their local campaign and events.

Through its partnership with GAP, Tidy Towns are able to better plan and coordinate their local community improvement campaign and have access to GAP's coordination skills and engagement with the local community. In their own words, Tidy Towns reported that GAP provides knowledge of environmental issues and awareness of environmental sustainable practices that benefit the community. Also, Tidy Town has benefited from GAP's engagement with other local organisations, like schools, community centres, youth clubs and community groups. This is best described by the following quotes:

"I feel that it is important all environmental groups in Ballymun network with each other, and in the process they support each other. GAP has supported Tidy Towns by providing expertise that does not exist within the Tidy Towns group." – Tidy Towns

11.1.3 Outcome Thirty Four – Increase in engagement with local schools, youth groups and community groups

Five Tidy Town representatives (n=5) reported an increase in engagement with local schools, youth groups and community groups as a result of the support of GAP. This outcome was described in terms of GAP using their network and relationship with local organisations to promote Tidy Town activities and events.

Of the respondents, three (n=3) stated that communication and engagement with the local community is very important for Tidy Towns, as the committee is comprised of voluntary members. Another (n=1) stated that GAP has provided Tidy Town with good publicity in Ballymun.

"Working with other community groups is essential for Tidy Towns for many reasons. We benefit from working with a group that is well established in the area with links to schools and other groups. As we are a volunteer group with limited number of volunteers we don't have the resources to develop such structures ourselves so great to link in with GAP." – Tidy Towns

Valuation

Tidy Towns was asked to explain the value of this increase in engagement with local schools, youth groups and community groups. One respondent reported that it was difficult to place a cost value on the impact that GAP has for Tidy Towns because it would be difficult to calculate this capacity in financial terms.

"If it wasn't for GAP, we would lose structures in the community around environmental issues and links to schools and other community organisations." – Tidy Towns

Two respondents stated that the value in 2016 was potentially similar to media campaign involving distributing flyers and posters locally, which was valued at €500 for a print and door-to-door campaign. Another respondent reported that a potential proxy was equivalent to spent using social media and promoting through visiting local schools and community groups, which was valued at approximately €300. For this valuation, €300 was selected as lower figure to provide a conservative estimate of this outcome.

Local Diocese

The local dioceses of Ballymun is an important stakeholder in GAPs work, the diocese provides GAP with the land for its community garden. Father Declan Blake is the moderator of the Ballymun parish, and has worked in Ballymun for the past two-years. The Community Garden is constructed on property belonging to the local church; this land is provided to GAP through a license agreement and has benefited the local community. Fr. Blake described the value of this park for the local church:

“The Community Garden is next door to Virgin Mary Church, and I will often call into the garden and meet with the people volunteering at the garden. I would know a number of people that would attend the garden, some people would be quiet people, and I’m happy to see them interacting with other people. There is a great community spirit at the garden, and I think it’s a great facility for the community.” – Moderator Very Rev. Declan Blake

11.1.4 Outcome Thirty Five – Increase in appearance of local community

An outcome reported by the local dioceses (n=1) was an increase in the appearance of the local community as a result of the leadership of GAP. Fr. Blake described this outcome in two ways:

- An increase in the appearance and upkeep of the local area surrounding the community garden
- An increase in awareness for maintaining local green space

Fr. Blake reported that the GAP programmes have provided social opportunities for members of the community to work together, especially families and children, and individuals with mental health challenges. Fr. Blake reported that GAP have demonstrated clear strength and expertise around community building, as well as working well among its network of local organisations.

The following quotes best describe this outcome:

“I know that this has really helped people in the community, especially people that are little quiet, and they’ve have made friends and found a sense of belonging. Every group needs a leader, and without an organisation like GAP leading this garden, I don’t know if it would continue or fall apart.” - Moderator Very Rev. Declan Blake

Also, Fr. Blake reported that the young people, not involved in the Community Garden, have demonstrated an increased awareness for maintaining the local green space. This can be best described by the following quote:

“I think that young people respect the garden because the community is involved and working hard to maintain the garden.” - Moderator Very Rev. Declan Blake

Valuation

In order to attain similar outcomes, it was considered possible that a community engagement programme could be undertaken. Looking at various tenders for such projects on Activelink. It was estimated that such an outcome could potentially be achieved through a €5,000 community engagement programme.

Summary

Through its partnership with the Global Action Plan, stakeholders reported a number of outcomes for their organisations.

Representatives for Dublin City Council agreed there was a reduction in littering and anti-social behaviour and an improvement in engagement with the community about environmental issues. In return, staff reported that GAP has provided DCC with strong link with young people and local residents to share environmental concerns and support better maintenance and upkeep of local green space.

The committee members at Tidy Towns reported an increase in engagement with schools, youth groups and community groups. Tidy Towns described this outcome as important for their committee, as their volunteers do not have this capacity of skill presently to undertake this form of community engagement.

A representative for the local dioceses, Father Declan Blake, reported an increase in community cohesion as a result of the GAP's programme, especially the Community Garden programme. This was understood in terms of GAP's attention for promoting engagement with families, young people and individuals with mental health challenges.

12 Mapping Outcomes for Global Action Plan's Board of Management

Introduction about Board of Management

Board members of Global Action Plan participated in the SROI research through a facilitated focus group and an online survey. The Board of Management is responsible for providing support to senior management and staff, as well as supports improvement in GAP.

The Board of Management is responsible for providing support to the CEO and staff, as well promotes the development of GAP's programmes and work with partner organisations and local residents. The Board of Management is comprised of volunteers that have been involved with the organisations for less than a year to four years. The input of board members was considered the time they invest into voluntary board meetings.

Stakeholder	Outcome	Financial Proxy	Value in Currency	Impact
Board of Management	Outcome 36: Reduction in utilities usage (i.e. water and electricity)	Not considered significant to be valued in the analysis.	-	-
	Outcome 37: Improvement in environmentally sustainable behaviour.	Not considered significant to be valued in the analysis.	-	-
Total				€0.00

12.1.1 Outcome Thirty Six: Reduction in utilities

Four board members (n=4) completed an online survey to determine the extent of changes they experienced as individuals as a result of their engagement with the organisation. One individual reported a small reduction in utilities usage (i.e. water and electricity). The remaining board members (n=3) reported no change.

Valuation

This reduction were not included in this valuation because there were not considered significant to be valued as part of the SROI.

12.1.2 Outcome Thirty Seven: Improvement in environmental sustainable behaviour

No board members (n=0) reported an improvement in environmental sustainable behaviour.

Valuation

This improvement was not valued as part of the SROI. All board members (n=4) already reported behaving in an environmentally sustainable way at home and at work. This reduction was not included in this valuation because it was not significant.

Summary

The Board of Management for the Global Action Plan are responsible for supporting the staff and management. While they did not report any significant changes (or outcomes) in relation to their environmental practices at home as a result of their engagement with GAP, this does demonstrate that board members already have an awareness of environmentally sustainable behaviour.

13 SROI Assessment of Inputs

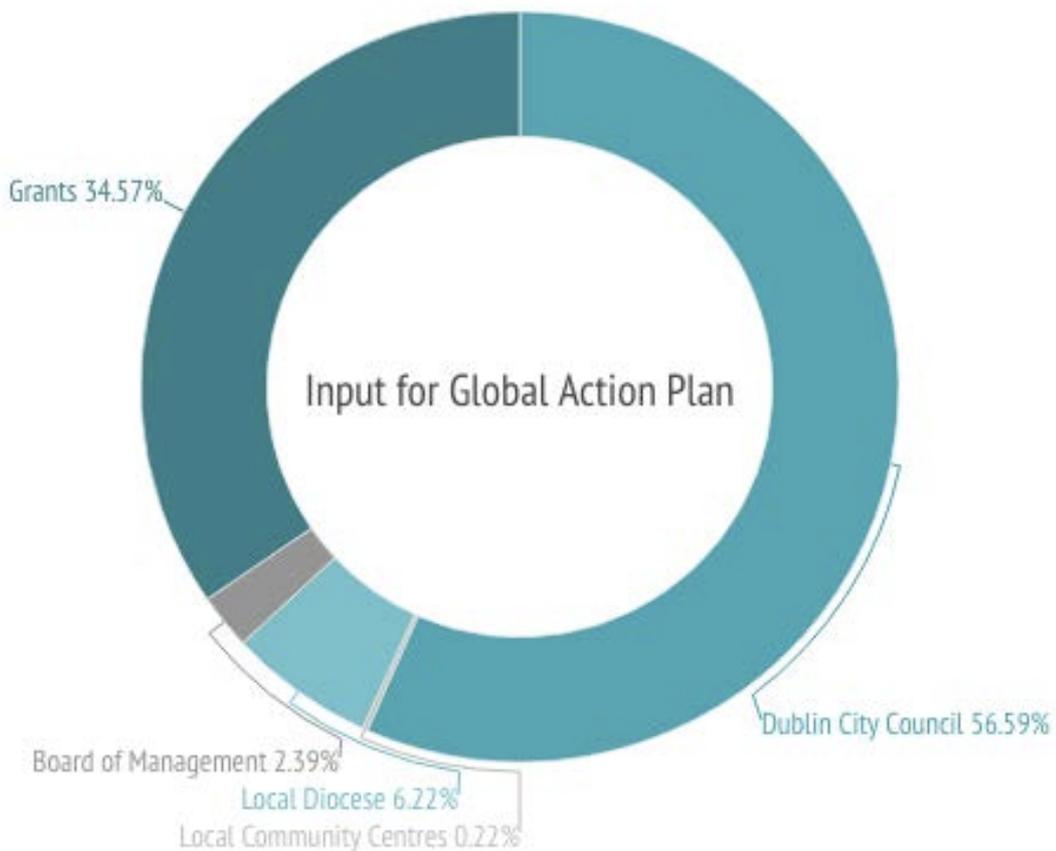
Overview

This section of the report highlights the investments (referred to hereafter as inputs) made to GAP's programmes and activities over the SROI period, January 2016 to December 2016. These figures are forecasted based on all inputs for the previous years, which are detailed in the following Input Table; include funding and in-kind donations relating to the delivery of programmes and activities.

The contribution (or input) made by beneficiaries was considered their time spent participating in GAP's activities. However, in line with standard SROI practices this input was not valued in monetary terms.

A breakdown of inputs of GAP is below:

Figure 7 Breakdown of GAP Inputs



Analysis of Inputs

Both key financial and non-financial inputs for the SROI period are as follows:

Figure 8 Table of Inputs

Stakeholder Group	Type of Contribution	Input (January to December 2016)	Value (€)
Dublin City Council	Funding	Based on the audited accounts and budgets provided by Global Action Plan, it is calculated that the annual funding provided by Dublin City Council was €90914.92.	€9,0915.00
Local Community Centres	In-kind donation	In this evaluation, the Sillogue Neighbourhood Centre provides premises for the Green Living programme. Based on interviews with staff at community centre and GAP staff, the value of this in-kind donation was calculated as €120.00 per programme. The total value for all three programmes of the Green Living programme was calculated as €360.00 per year.	€360.00
Local Diocese	In-kind donation	In this evaluation, the local diocese of Ballymun and Santry provide property used by Global Action Plan's Community Garden. The estimated value of this property is calculated at €10,000 per year.	€10,000.00
Board of Management	In-kind donation	In this evaluation, volunteer Board Members provide a total of 3.5 hours per month to the Global Action Plan. All hours have been valued at the Irish minimum wage of €9.25 per hour. There are a total of 10 Board Members. The total annual input provide by the Board of Management is calculated as €3,840.00 per year.	€3,840.00
Grants	Funding	Based on the audited accounts and budgets provided by Global Action Plan, it is calculated that the annual grant small grant funding received by Global Action Plan was €55,536.00	€55,536.00
		Total contribution January to December 2016 (direct and in-kind contributions)	€160,651.00

These inputs are considered any funding, cash or in-kind contributions made to the Global Action Plan. The total contributions made to the environmental non-for-profit equates to €160,651.00. Also, in-line with the methodology of SROI, the input tables considers the contribution of time and human resources by staff and board members. It is recognised there were also in-kind donations from other key stakeholders, like teachers, staff at youth services and community centres, such as the cost of premises. These in-kind donations were calculated with assistance from the Global Action Plan.

To calculate a figure of the funding received from DCC; the costs for programme that were considered out of scope were subtracted from the total annual investment from DCC.

To calculate the venue space provided by community centres for the Green Living programme, this in-kind donation was calculated as €120.00 per programme²⁴.

²⁴ This in-kind donation of venue spaces was calculated at €30 for room rental for 4 workshops. (€30 x 4 workshops = €120 per Green Living programme)

Therefore, the total amount of in-kind donation provided to the Green Living programme was valued as €360.00 for three programmes.

To calculate the land provided by the Local Diocese for the Community Garden, this in-kind donation was calculated as €10,000.00 for the short-term lease of similar sized property. An estimate of the costs for a ½ acre of property was based on research of three local estate agents.

Summary

In total, the input contributed to the GAP for the forecasted SROI period was calculated as €160,651.00. Inputs differ from the formal accounts of an organisation in several ways. First, this overview of inputs included the non-valued contributions of board members, which is valued at €3,840.00. Second, the amount of finance related to the SROI itself is not included in this analysis. Finally, a conservative amount was estimated for the costs for premises for GAP programmes, where premises were considered an in-kind donation.

14 Sensitivity Testing and Limitations

Overview

In this SROI, the social value calculation is based on a set of assumptions – and the final valuation is therefore likely to be more generally accurate than specifically accurate. This general accuracy is considered a strength of the Social Return on Investment methodology if explored and critiqued in a transparent manner. Supporting the reader to critique the logic within the report is the purpose of this section. Ideally it is this discussion, which also encourages stakeholders to question for themselves how much certain outcomes are worth.

The social value of the GAP is based on the actual outcomes experienced by its participants, family members, community members and other key stakeholders involved in the service. However, this evaluation has made assumptions to ensure that the social value is reflective, transparent and does not over claim.

A sensitivity analysis table is provided to illustrate the analysis of the impact for each outcome, if different assumptions were used. From the sensitivity analysis table on the following page, the social value evaluation can be estimated to be between €1.40 and up to €2.55 for every €1 invested. The lowest ratio was €1.40 (-9%) by removing Outcome 16 – ‘Improvement in community cohesion’ from the Green Living programme. The highest ratio was €2.55 (+66%) by using an alternate proxy for Outcome 7 – ‘increase in time spent socialising or playing at park’ for young people engaged in the Park Stewardship programme. The assumptions used in the impact map estimates that the social value is €1.54.

Therefore, it can be said that Global Action Plan deliver between approximately €1.40 to €2.55 for every €1 invested.

. Figure 9 Sensitivity Table

Programme	Stakeholder	Outcome	Sensitivity Testing	Social Return	Difference	% Variance
Youth Gardening Programme	Young People	Outcome 1: Improved awareness of local community's responsibility for maintaining local gardens	Removal of outcome from analysis	€1.45	-€0.09	-6%
		Outcome 2: Increase in eating new fruits and vegetables	Increased attribution by 50%	€1.52	-€0.02	-1%
		Outcome 3: Increased social engagement with parents through gardening	Increase duration of outcome to 2 years	€1.57	€0.03	2%
	Parents	Outcome 4: Increased social engagement with children through gardening	Change financial proxy to HACT wellbeing valuation for gardening (€1624.03)	€1.87	€0.33	21%
Park Stewardship Programme	Young People	Outcome 6: Improved awareness of local community's responsibility for maintaining local parks	Removal of outcome from analysis	€1.53	-€0.01	-1%
		Outcome 7: Increase in time spent socialising or playing at park	Change financial proxy to HACT wellbeing valuation go to youth club (€2647.53)	€2.55	€1.01	66%
	Parents	Outcome 8: Increase time spent at local parks	Change financial proxy to HACT wellbeing valuation for living in a good neighbourhood (€2010.51)	€1.90	€0.36	23%
	Teachers	Outcome 9: Improved class cohesion	Removal of outcome from analysis	€1.54	€0.00	0%
	Community / Environment	Outcome 10: Reduction in littering and anti-social behaviour	Increased drop-off by 50%	€1.54	€0.00	0%
Beautiful Spaces Programme	Young People	Outcome 11: Increased feeling of pride or community cohesion	Increase financial proxy by 50% (€871.00)	€1.88	€0.34	22%
		Outcome 12: Increased interest in gardening at home	Change financial proxy to HACT wellbeing for gardening (€1624.03)	€1.62	€0.08	5%
	Teachers and Youth Leaders	Outcome 13: Improved class cohesion	Removal of outcome from analysis	€1.53	-€0.01	-1%
		Outcome 14: Increase in parental involvement in school activities	Outcome not valued in analysis.	-	-	-
Environmental Stewardship Programme	Community / Environment	Outcome 15: Reduction in utilities (e.g. water, electricity, waste)	Reduce duration of outcome to 1 year	€1.48	-€0.06	-4%
Green Living Programme	Adults	Outcome 16: Improvement in community cohesion	Removal of outcome from analysis	€1.40	-€0.14	-9%
	Community Centres	Outcome 17: Increase in new service users	Increase duration of outcome to 3 years	€1.54	€0.00	0%

	Community / Environment	Outcome 18: Reduction in utilities (e.g. water, electricity, waste)	Reduce duration of outcome to 1 year	€1.41	-€0.13	-8%
		Outcome 19: Increase in environmentally sustainable behaviour	Removal of outcome from analysis	€1.53	-€0.01	-1%
Community Garden Programme	Adults with Learning Disabilities	Outcome 20: Increase in social engagement between participants	Increase duration of outcome to 2 years	€1.56	€0.02	1%
		Outcome 21: Increase in employment skills	Outcome not valued in analysis.	-	-	-
		Outcome 22: Improvement in physical fitness	Outcome not valued in analysis.	-	-	-
	Adults in Employment Support Programmes	Outcome 23: Increase in workplace readiness	Removal of outcome from analysis	€1.52	-€0.02	-1%
		Outcome 24: Increase in physical fitness	Change financial proxy to HACT wellbeing for keeping fit (€1920.93)	€1.59	€0.05	3%
	Adults not involved in any Community Programmes	Outcome 25: Reduction in social isolation	Increase duration of outcome to 3 years	€1.54	€0.00	0%
		Outcome 26: Increase in physical fitness	Outcome not valued. In analysis.	-	-	-
	Adults involved with Community Garden	Outcome 27: Reduction in grocery costs	Removal of outcome from analysis	€1.48	-€0.06	-4%
Outcome 28: Reduction in food miles and carbon emissions		Decrease quantity of those report reduction in food miles and carbon emissions by 50%	€1.54	€0.00	0%	
Community / Environment	Outcome 29: Improvement in community cohesion	Increase attribution by 50%	€1.48	-€0.06	-4%	
Greening Your Neighbourhood Programme	Adults	Outcome 30: Increase in community cohesion	Decrease quantity of those report increase in community cohesion to 50%	€1.47	-€0.07	-5%
		Outcome 31: Improvement in appearance of local community	Removal of outcome from analysis	€1.53	-€0.01	-1%
Tidy Towns	Tidy Towns Volunteers	Outcome 32: Increase in engagement with community about environmental issues	Increase financial proxy by 50%	€1.77	€0.23	15%
Dublin City Council	Community / Environment	Outcome 33: Reduction in littering and anti-social behaviour	Outcome not valued in analysis.	-	-	-
	Dublin City Council	Outcome 34: Increase in engagement with schools, youth groups and community groups	Change financial proxy to HACT wellbeing for no problem with anti-social behaviour (€7367.88)	€1.61	€0.07	5%
Local Diocese	Community / Environment	Outcome 35: Increase in appearance in local community	Increase attribution by 90%	€1.49	-€0.05	-3%

Global Action Plan	Board of Management	Outcome 36: Reduction in utilities usage (i.e. water and electricity)	Outcome not valued in analysis.	-	-	-
		Outcome 37: Improvement in environmentally sustainable behaviour.	Outcome not valued in analysis.	-	-	-

The Discount Rate

In this study all the financial values in year two and three have been calculated using a discount rate of 3.5%. This figure appears in the top left of the impact map. This is the standard rate recommended for the public sector by HM Treasury in the U.K [21].

Increasing Deadweight and Drop Off

Deadweight is the percentage of change that would have occurred without the intervention. In some instances, the estimation of deadweight has been calculated based on interviews and feedback from stakeholders. A significant theme is that change reported by young people and adult participants was unlikely without attending GAP and its programmes. Respondents based this opinion on their prior experience.

If deadweight were increased by 50% across the board, the social value would be lowered to €1.00 (-35%). Alternatively, if it was assumed that there would be no outcomes without GAP and its programmes and attribution was lowered to 0%, the social value would be increased to €2.00 (+30%). The per cent of attribution used in this report was based on specific feedback from respondents, which meant that some alternate scenarios were tested.

14.1.1 Variation in reported amount of change for respondents

To estimate the amount of change experienced by stakeholders, respondents were asked to provide feedback on their experiences. While respondents were asked to report openly and honestly, the sensitivity testing attempted to account for positive bias in the data collection. An alternative sensitivity test involved a 10% reduction in the estimated percentage of individuals that experienced each outcome, which led the final SROI value to lower to €0.20 (-87%).

Methodological Limitations

There are a number of limitations to this social value analysis for GAP. Although the sensitivity testing highlights how various to the social value analysis can produce changes to the final calculation, it is important to recognise the key challenges and limitations to this report.

Selection Bias – Engaging with Family Members with awareness of GAP

Researcher undertook the every possible effort to interview family members with a son/daughter engaged in GAP programmes. There was difficulty engaging with some family members, particularly individuals that were not aware of their child's involvement in GAP programmes or were not directly aware of the organisation's work in Ballymun. Therefore, this group of stakeholders were not engaged to the difficulty in interviewing this population.

If, however, these family members were counted, it could have potential increased the level of attribution because family members might not have attributed these outcomes to GAP. To limit any selection bias, all family members of young people involved in GAP programmes were contacted and invited to participate in this research.

Positive Responder Bias – Teachers, Youth Leaders and Community Staff Members

To avoid positive bias as much as possible, all research was undertaken by an independent researcher with no previous contact with each stakeholder group. In addition, a high percentage, or in some cases, the full population of key stakeholder group were contacted by the researcher to limit any positive bias, i.e. a tendency to include people who are more positive disposed to the project, which is a possibility when anything less than 100% of the stakeholder group is involved.

Dunning-Kruger Effect – Self-Assessment by Young People and Adults with Learning Disabilities

The researcher expected that respondents would have relatively accurate perceptions of their experiences and outcomes when undertaking self-assessments through focus groups, interviews or surveys. However, when engaging young people and adults with learning disabilities a potential limitation was that participants may report inaccurate self-assessments on their outcomes or the extent of outcomes experienced.

To limit this effect, the researcher reviewed all reported outcomes by young people and adults with learning disabilities with other key stakeholders groups to confirm and substantiate key findings. For example, all outcomes reported by young people were confirmed and endorsed by family members. These findings are included in the Impact Map.

Limited Scope of Global Action Plan Analysis

This report assessed the impact of GAP's interventions within the SROI period, and does not provide information on longitudinal outcomes. In few instances, Global Action Plan has engaged with stakeholders groups over a long-term period, such as Tidy Towns and DCC.

Rationale for Lack of Potential Displacement

In many instances, the researcher was unable to identify any displacement of other services or activities, and it was considered unlikely that engagement in GAP displaced outcomes for other services. Therefore, the SROI analysis did not take into account any potential reduction in value caused through displacement.

Displacement is an assessment of how much of the outcome has displaced other outcomes. This discount does not apply in every SROI analysis. However, in the case of this evaluation, feedback from participants provided no indication of potential displacement.

Detailed Data on Environmental Education Outcomes

While there has been research undertaken to explore outcomes for young people and adults in relation to participation in environmental education, there are factors and characteristics that can limit the comparability of this data, such as demographic factors, socio-economic factors, educational interventions and influences media and schooling [9]. However, this data has provided information on comparable populations, which has been used in few instances. Furthermore, this research has made efforts to use data from self-assessment reports of participants and to have outcomes substantiated by other key stakeholders.

Use of Assumptions within the SROI

An SROI makes assumptions in relation to each outcome and its valuation, these assumptions, such as the length of time an outcome lasts, deadweight and drop off, are based on stakeholder views and ideally supported by evidence from peer reviewed research. However in some cases information was scarcer.

To account for these assumptions with less evidence have been made conservatively; i.e. deadweight and drop off have been weighted more heavily and in the case of the length of the outcome, this has been estimated at fewer years. Also sensitivity testing has been undertaken to ensure that likely changes in the assumptions do not significantly alter the final SROI.

Conclusion

The Social Return on Investment (SROI) ratio is calculated by dividing the value of the total outcomes by the total inputs in a given time period. **The social value calculation**

for the Global Action Plan is €1.54. This means that for every euro invested into the Global Action Plan there is a return to the individuals and services of between €1.44 to €2.55 The sensitivity analysis table showed that most alternate scenarios in relation to alternate proxies and outcomes provided a small range of alternate valuations, with the range existing between €0.20and €2.55.

15 Recommendations

The following recommendations all relate to the optimisation of value for beneficiaries and stakeholder groups, as well as supporting the Global Action Plan with future planning and understanding how it can continue to maximise value. The recommendations also detail both how to optimise social value and how to better capture impact for future evaluative work to assess actual results and compare, building on this SROI forecast analysis.

A Theory of Change (TOC) review is recommended for a number of programmes. This type of review provides an opportunity to review the logic behind the behavioural change. These recommendations are based one or both of the following:

1. Target groups who have potential for change or who are required to re-enforce on-going behaviour change, i.e. parents or the school environment, are not directly involved in the programme and there is potential to explore if the programme could be adapted to include these stakeholders in a considered way
2. There was not a clear TOC behind the programme.

Recommendations to increase the social value of GAP by programme are:

Youth Gardening Programme

1. It is recommended that the Youth Gardening programme be strategically reviewed with the aim of increasing the outcomes and value experienced by stakeholders. A TOC or Outcomes Based Accountability approach would be an effective mechanism for reviewing how the programme could engage more specifically with stakeholder groups and to increase outcomes and value of this programme. For example, increasing the period of time of the programme might increase the likelihood that outcomes will last and lead to sustainable behavioural changes. This process should also involve reviewing how parents can be more engaged in the Youth Gardening programme, as well as exploring high value outcomes, such as increase in eating vegetables. Other programmes with comprehensive TOC and outcome measurement frameworks, such as Food Dudes, are a useful reference point for Global Action Plan²⁵.

Park Stewardship Programme

2. As with the Youth Gardening programme, there is potential to explore how small changes to the Park Stewardship Programme and using TOC could result in potentially higher value outcomes for stakeholder groups, or outcomes that last longer, such as local parks becoming part of family life.

Environmental Stewardship Programme

3. As with the Youth Gardening and Park Stewardship programmes, there is potential to explore how a TOC based strategic review can identify small changes to the programme, which could result in potentially higher outcomes

²⁵ Food Dudes is a healthy eating programme delivered in schools across Ireland. The programme managed by Bord Bia and receives financial support from the Department of Agriculture, Food and the Marine. <http://www.fooddudes.ie/main.html>

or outcomes that last longer for beneficiaries. Another possibility is to explore how change could be measured over time and to determine if there are sustainable behavioural changes for young people.

Beautiful Spaces

4. For the Beautiful Spaces programme and competition, there was some discrepancy over the outcomes between Global Action Plan and the stakeholder groups. Global Action Plan staff believed that leadership-related changes (e.g. young people developing leadership skills) was a potential outcome for participants, however young people did not report this outcome. Further consideration of youth leadership in the programme delivery is recommended. In addition, this recommendation should be considered as part of a strategic review of the Beautiful Spaces programme.

Green Living Programme

5. It is recommended that outreach is increased as value could be extended if new participants were engaged, especially individuals that are socially isolated. A strength of the programme reported by Global Action Plan staff is the bring-a-neighbour approach.
6. There is potential for GAP to introduce an advanced programme or additional material to the Green Living programme. This recommendation might attract people who are interested in more challenging and innovative environmentally sustainable approaches, for these people benefits may have more significant reach, i.e. changes to the physical space such as insulation or solar heating or more demanding behavioural change.
7. The Green Living programme would also benefit from additional research to determine if participant outcomes are sustained over time.
8. It is proposed that a potential way for Global Action Plan to increase the scale of the programme is to create an after hours course for paying clients, which outlines how participation in the programme can help with engaging with neighbours and reduce household costs. This is likely to require new course material, which includes information on accessing environmental grants and making adaptations to their home.
9. If the programme could be scaled in a commercial setting, there is significant potential for social franchising.

Community Garden

10. There was significant interest from the local community in relation to the Community Garden programme, as well as some misinformation about who could visit / access the garden (i.e. the Community Garden was not targeted towards local residents). The following are recommendations for how engagement with stakeholders could be improved:
 - a. Hold an open family day (i.e. with bouncy castles and food) to welcome local residents and children into the Community Garden;
 - b. Engage in community outreach and/or hold open workshops to engage with local residents, who might be interested in visiting the Community Garden, but might not have the confidence, information or motivation to make contacts or get involved.

- c. Add signs to both sides of the fence explaining that new members and volunteers are welcomed and provide information about what activities are involved.
11. There was general agreement from participants involved in the Community Garden that there was more capacity for development of the garden. Some participants suggested that more beds be opened up and more tools be made available, so that the benefit of the garden could be maximised.

Greening your Neighbourhood

12. For the Greening Your Neighbourhood programme, outreach has the potential to support engagement of new people into the programme, which would lead to increased outcomes in socialisation / community cohesion. Like the Youth Gardening and Park Stewardship programmes, a review of the programme's TOC could assess how small changes could result in increased outcomes and values for stakeholders.

Tidy Towns

13. It is recommended that there is a reduction in resource input from Global Action Plan into Tidy Towns, which might include reducing staff time or transferring this capacity building responsibilities to interns. This recommendation will ensure that the final stages in the process of empowering local residents involved in Tidy Towns will take ownership and control of their activities. There is little opportunity for Global Action Plan to maximise outcomes and values for this stakeholder group.

Water Explorer Programme

14. The Water Explorer programme was excluded from the SROI analysis due to the lack of good quality pre and post testing data. Given the extensive reach of this programme in Ireland, and its implementation in other countries, it is proposed that Global Action Plan continue to advocate for implementation of the online outcome framework for countries that wish to implement and analyse this data.
15. If this is agreed, the incentives for teachers to complete outcome data will need to be agreed for the programme.

Outcomes and Monitoring

1. To ensure that stakeholder groups continue to be involved in the SROI analysis, it is recommended that GAP continue to monitor and evaluate outcomes and the extent of change for stakeholder groups across programmes.
2. To compare findings from the SROI forecast analysis, it is recommended that GAP continue to engage with stakeholders in order to determine how consider how results have changed, as well as to maximise or increase outcomes for stakeholders.
3. It would also help if all pre and post evaluation material used by GAP included a participant's full name or a client number, which will help with evaluating pre-test and post-test scores.
4. If this is agreed, Global Action Plan might consider implementing a suitable IT solution, such as CRM, with a particular emphasis on collecting both output

(e.g. attendances) and outcome data. Any technology should support GAP staff with regularly analysing and monitoring outcome data.

16 Attribution, Deadweight, Displacement and Drop Off

In the interviews and focus groups, respondents were asked what would have happened anyway if they had not attended Global Action Plan and its programmes. Responses varied from citing that they “can’t imagine” or “would be doing the same thing”. Many respondents agreed that Global Action Plan was largely responsible for the actual outcomes they experienced. Other individuals explained that the outcomes would have happened anyway, but it would have taken longer to achieve them. The responses provided by participants, family members, community members and other key stakeholders informed the set of assumptions used in this analysis, which are referred to as attribution, deadweight, and displacement and drop off.

Attribution

Attribution is the amount that responsibility that can be claimed by Global Action Plan for the overall outcomes. While beneficiaries might gain or receive support from other services or individuals, like family or friends, most individuals claimed that GAP’s work played an important role in creating positive change.

Response about the amount of change that could be attributed to GAP ranged from 0% to 40%. On further discussion, it was felt that 20% was a reasonable assumption for the analysis and reflective of the experiences of individuals involved in GAP.

In addition, external reports identified that the attribution for similar interventions found that the attribution was between 25% to 50% for Coventry and Warwickshire Mind’s Gardening in Mind Programme and between 0% to 40% for the Master Gardener Programme respectively [22,23]. Therefore, it was deemed an appropriate assumption for those outcome directly attributed to GAP. This was initially tested with young people and once findings were analysed, it was further discussed with GAP.

Deadweight

Deadweight is the amount of change like to have occurred if individuals had not engaged in the programme or activities. To account for this amount, individuals were asked to describe if they same amount of change would have occurred if they had not attended GAP.

Deadweight proved to be difficult for some individuals to quantify, particularly young people. In some cases, due to the limited engagement with individuals, responses ranged from 10% to 30%. This was further tested with other stakeholders through interviews with parents and teachers, On further discussion, it was felt that 10% was a reasonable assumption for the analysis. In few instances, deadweight was increased to 15%, 20% or 30% respectively to reflect the specific experiences of individuals involved in the GAP, as shown in the table below.

In addition, research was undertaken to identify external reports with similar interventions. This research found that the deadweight was between 0% to 17.5% for Gardening in Mind Programme and between 0% to 40% for the Master Gardener Programme [22,23]. Therefore, it was deemed that 10% was an appropriate assumption for deadweight for the analysis.

Displacement

Displacement is an assessment of the amount of the overall outcome that displaced other changes for individuals. While this discount does not apply in every SROI analysis, individuals were asked to explain if there was any potential case for displacement. In focus groups and interviews, stakeholders provided no indication or argument of potential displacement.

On further discussion, it was considered unlikely that any stakeholders experienced any displacement with the exception of two outcomes. Teachers reported there might be some potential for displacement because they were involved in other GAP activities. In the Community Garden programme, adults involved in an employment support programme claimed that potential for displacement onto other services, although the majority were empowered and motivated to improve their workplace readiness skills.

In addition, external reports identified that the displacement for similar interventions found that no deadweight was reported in their analysis [22,24]. Therefore, it was deemed an appropriate assumption of displacement for GAP.

Drop Off

Drop off proved to be difficult for some individuals to quantify, particularly young people. In most cases, due to the limited engagement with individuals, individuals reported that outcome would last a year or as long as the intervention was present, with the exception of two outcomes. Drop off is the reduction in the influence that the original activity of the organisation will have on the outcome over time. While an outcome may have an impact over a number of years, the causality between the original activity and the outcome in year two or three following involvement with GAP is likely to be much reduced.

In the Park Stewardship programme, external reports showed that a drop off in the outcome would occur following the intervention [9]. Similarly, while young people reported that the outcome would last as long as the intervention, external reports claim that some outcomes would last longer for the community [8]. In addition, this was further tested with other stakeholders through phone interviews, such as Dublin City Council. Upon further discussion, it was decided that this amount was considered appropriate for the analysis.

All calculations for attribution, deadweight, displacement and drop off for this SROI analysis are listed in the table below for the period from January to December 2016.

Programme	Stakeholder	Outcome	Deadweight	Deadweight Data Set	Displacement	Displacement Data Set	Attribution	Attribution Data Set	Drop Off	Drop Off Data Set
Youth Gardening Programme	Young People	Outcome 1: Improved awareness of local community's responsibility for maintaining local gardens	10%	Low deadweight estimated by participants.	0%	No displacement perceived	0%	Outcome a result of relationship with Global Action Plan	0%	Participants reported outcome was experienced for length of intervention.
		Outcome 2: Increase in eating new fruits and vegetables	20%	Low deadweight estimated by participants.	0%	No displacement perceived	10%	Attribution as reported by individuals. Tested with stakeholders and sensitivity test.	0%	Participants reported outcome was experienced for length of intervention.
		Outcome 3: Increased social engagement with parents through gardening	10%	Low deadweight estimated by participants.	0%	No displacement perceived	20%	Attribution as reported by individuals. Tested with stakeholders and sensitivity test.	0%	Participants reported outcome was experienced for length of intervention.
	Parents	Outcome 4: Increased social engagement with children through gardening	10%	Low deadweight estimated by participants.	0%	No displacement perceived	20%	Attribution as reported by individuals. Tested with stakeholders and sensitivity test.	0%	Participants reported outcome was experienced for length of intervention.
	Teachers	Outcome 5: Improved class cohesion	10%	Low deadweight estimated by participants.	60%	60% potential displacement onto other activities although teachers stated that they would have experience the same level of outcome.	0%	Outcome a result of relationship with Global Action Plan	0%	Participants reported outcome was experienced for length of intervention.

Park Stewardship Programme	Young People	Outcome 6: Improved awareness of local community's responsibility for maintaining local parks	10%	Low deadweight estimated by participants.	0%	No displacement perceived	20%	Attribution as reported by individuals. Tested with stakeholders and sensitivity test.	50%	Research into environmental awareness education show deterioration after intervention.[9]
		Outcome 7: Increase in time spent socialising or playing at park	10%	Low deadweight estimated by participants.	0%	No displacement perceived	20%	Attribution as reported by individuals. Tested with stakeholders and sensitivity test.	0%	Participants reported outcome was experienced for length of intervention.
	Parents	Outcome 8: Increase time spent at local parks	10%	Low deadweight estimated by participants.	0%	No displacement perceived	20%	Attribution as reported by individuals. Tested with stakeholders and sensitivity test.	0%	Participants reported outcome was experienced for length of intervention.
	Teachers	Outcome 9: Improved class cohesion	10%	Low deadweight estimated by participants.	60%	60% potential displacement onto other activities although teachers stated that they would have experience the same level of outcome.	0%	Outcome a result of relationship with Global Action Plan	0%	Participants reported outcome was experienced for length of intervention.

	Community / Environment	Outcome 10: Reduction in littering and anti-social behaviour	10%	Low deadweight estimated by participants.	0%	No displacement perceived	20%	Attribution as reported by individuals. Tested with stakeholders and sensitivity test.	50%	Young people reported outcome was experienced for length of intervention. Research indicates that there are outcomes when young people return to their home community [8].
Beautiful Spaces Programme	Young People	Outcome 11: Increased feeling of pride or community cohesion	20%	Low deadweight estimated by participants.	0%	No displacement perceived	20%	20% attribution as reported by surveys with young people whether outcome was experienced from relationship with Global Action Plan	0%	Participants reported outcome was experienced for length of intervention.
		Outcome 12: Increased interest in gardening at home	20%	Low deadweight estimated by participants.	80%	80% potential displacement onto outdoor activities with parents or family members.	40%	40% attribution as reported by surveys with young people whether outcome was experienced from relationship with Global Action Plan	0%	Participants reported outcome was experienced for length of intervention.
	Teachers and Youth Workers	Outcome 13: Improved class cohesion	10%	Low deadweight estimated by participants.	60%	60% potential displacement onto other activities although teachers stated that they would have experience the same level of outcome.	0%	Outcome a result of relationship with Global Action Plan	0%	Participants reported outcome was experienced for length of intervention.

		Outcome 14: Increase in parental involvement in school activities	Outcome not valued							
Environmental Stewardship Programme	Community / Environment	Outcome 15: Reduction in utilities (e.g. water, electricity, waste)	10%	Low deadweight estimated by participants.	0%	No displacement perceived	12%	Attribution as reported by individuals. Tested with stakeholders and sensitivity test.	0%	Participants reported outcome was experienced for length of intervention.
Green Living Programme	Adults	Outcome 16: Improvement in community cohesion	10%	Low deadweight estimated by participants.	0%	No displacement perceived	20%	Attribution as reported by individuals. Tested with stakeholders and sensitivity test.	0%	Participants reported outcome was experienced for length of intervention.
	Community Centres	Outcome 17: Increase in new service users	10%	Low deadweight estimated by participants.	0%	No displacement perceived	30%	Attribution as reported by individuals. Tested with stakeholders and sensitivity test.	0%	Participants reported outcome was experienced for length of intervention.
	Community / Environment	Outcome 18: Reduction in utilities (e.g. water, electricity, waste)	10%	Would not have occurred with intervention.	0%	No displacement perceived	30%	Attribution as reported by individuals. Tested with stakeholders and sensitivity test.	0%	Participants reported outcome was experienced for length of intervention.
		Outcome 19: Increase in environmentally sustainable behaviour	10%	Would not have occurred with intervention.	0%	No displacement perceived	30%	Attribution as reported by individuals. Tested with stakeholders and sensitivity test.	0%	Participants reported outcome was experienced for length of intervention.
Community Garden Programme	Adults with Learning Disabilities	Outcome 20: Increase in social engagement between participants	50%	Low deadweight estimated by participants.	0%	No displacement perceived	0%	Outcome a result of relationship with Global Action Plan	0%	Participants reported outcome was experienced for length of intervention.

		Outcome 21: Increase in employment skills	Outcome not valued							
		Outcome 22: Improvement in physical fitness	Outcome not valued							
	Adults in Employment Support Programmes	Outcome 23: Increase in workplace readiness	30%	Low deadweight estimated by participants.	70%	70% potential displacement onto other employment services or workplace readiness programmes for adults.	20%	Attribution as reported by individuals. Tested with stakeholders and sensitivity test.	0%	Participants reported outcome was experienced for length of intervention.
		Outcome 24: Increase in physical fitness	10%	Low deadweight estimated by participants.	0%	No displacement perceived	20%	Attribution as reported by individuals. Tested with stakeholders and sensitivity test.	0%	Participants reported outcome was experienced for length of intervention.
	Adults not involved in any Community Programmes	Outcome 25: Reduction in social isolation	20%	Low deadweight estimated by participants.	0%	No displacement perceived	0%	Outcome a result of relationship with Global Action Plan	0%	Participants reported outcome was experienced for length of intervention.
		Outcome 26: Increase in physical fitness	Outcome not valued.							
	Adults involved in the Community Garden	Outcome 27: Reduction in grocery costs	0%	Would not have occurred with intervention.	0%	No displacement perceived	0%	Directly a result of relationship with Global Action Plan	0%	Participants reported outcome was experienced for length of intervention.
		Outcome 28: Reduction in food miles and carbon emissions	0%	Would not have occurred with intervention.	0%	No displacement perceived	0%	Directly a result of relationship with Global Action Plan	0%	Participants reported outcome was experienced for length of intervention.

	Community / Environment	Outcome 29: Improvement in community cohesion	15%	Low deadweight estimated by participants.	0%	No displacement perceived	20%	Attribution as reported by individuals. Tested with stakeholders and sensitivity test.	0%	Participants reported outcome was experienced for length of intervention.
Greening Your Neighbourhood Programme	Adults	Outcome 30: Increase in community cohesion	15%	Low deadweight estimated by participants.	0%	No displacement perceived	20%	Attribution as reported by individuals. Tested with stakeholders and sensitivity test.	0%	Participants reported outcome was experienced for length of intervention.
		Outcome 31: Improvement in appearance of local community	10%	Low deadweight estimated by participants.	0%	No displacement perceived	0%	Outcome a result of relationship with Global Action Plan	0%	Participants reported outcome was experienced for length of intervention.
Tidy Towns	Tidy Towns Volunteers	Outcome 32: Increase in engagement with community about environmental issues	30%	Low deadweight estimated by participants.	0%	No displacement perceived	75%	20% attribution as reported by surveys with Tidy Town members. Members stated that outcomes were experienced prior to SROI period.	0%	Participants reported outcome was experienced for length of intervention.
Dublin City Council	Community / Environment	Outcome 33: Reduction in littering and anti-social behaviour	10%	Low deadweight estimated by participants.	0%	No displacement perceived	30%	Attribution as reported by individuals. Tested with stakeholders and sensitivity test.	0%	Participants reported outcome was experienced for length of intervention.
	Dublin City Council	Outcome 34: Increase in engagement with schools, youth groups and community groups	30%	Low deadweight estimated by participants.	0%	No displacement perceived	30%	30% attribution as reported by surveys with DCC staff. Respondents stated that outcomes were experienced prior to SROI period.	0%	Participants reported outcome was experienced for length of intervention.
Local Diocese	Community / Environment	Outcome 35: Increase in appearance in local community	10%	Low deadweight estimated by participants.	0%	No displacement perceived	20%	Attribution as reported by individuals. Tested with stakeholders and sensitivity test.	0%	Participants reported outcome was experienced for length of intervention.

Global Action Plan	Board of Management	Outcome 36: Reduction in utilities usage (i.e. water and electricity)	Outcome not valued.
		Outcome 37: Improvement in environmentally sustainable behaviour.	Outcome not valued.

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18 Appendixes

Appendix 1: Glossary of Terms

Attribution: Attribution is an assessment of how much the outcome is as a result of the activity or intervention of the organisation under review, and how much is due to other organisations or interventions.

Beneficiary: The primary individual that benefits from programmes and activities, such as adult and young people involved with the Global Action Plan.

Deadweight: This is an estimation of the amount of change that would have occurred without the intervention.

Displacement: Some value that is created may merely displace the same value for other stakeholders. Displacement is an assessment of how much of the outcome has displaced other outcomes.

Drop-off: As time passes after an initial intervention, the causality between the initial intervention and the continued outcome will lessen; drop-off describes this relationship.

Duration: How long an outcome will last after the initial intervention.

Financial proxy: This is an estimation of a financial value for the outcome when a market value does not exist.

Impact map: This is a spreadsheet which accompanies an SROI report and which contains all the information and calculations that result in the final SROI assessment.

Inputs: The resources that are used to create the intervention by each stakeholder group.

Materiality: In an SROI, if information is material, this means that its inclusion will affect the final valuation within an SROI, and therefore affect decision-making. If a piece of information or a stakeholder group will have an effect on the SROI then this needs to be included in the process.

Outcomes: The changes that occur as a result of the intervention. In an SROI, outcomes include planned and unplanned, as well as positive and negative changes.

Outputs: The amount of activity communicated in numerical units, i.e. three people.

Participant: Any person engaged with a GAP programme

Stakeholders: People and organisations that are affected by the activity.

Theory of Change: the story about the sequence of events and changes that led to final outcomes for participants.

Appendix 2: Materiality Table

This table outlines how decisions on materiality were made in relation to outcomes and stakeholder groups, along indicators contained within the Value Map. N.B. Boxes shaded blue demonstrates outcomes and/or stakeholders that were not included in the final analysis.

Programme	Stakeholder	Outcome	Indicator	Relevance	Materiality	Conclusion
Youth Gardening Programme	Young People	Outcome 1: Improved awareness of local community's responsibility for maintaining local gardens	<p>Finding 1: 76% (n=37) of young people experienced a significant increase in awareness for the local authority's responsibility for maintaining community gardens. No change was experienced by 12 young people.</p> <p>In addition, outcome was reviewed in three interviews with parents that agreed with the findings.</p> <p>Finding 2: 77% (n=38) of young people experienced a significant improvement in awareness about environmental issues. No change was experienced by 11 young people.</p> <p>In addition, outcome was reviewed in three interviews with parents that agreed with the findings.</p>	One of the aims of the organisation and is important to stakeholders	Is of a magnitude that is significant to overall context	Relevant and significant
		Outcome 2: Increase in eating new fruits and vegetables	<p>67% (n=33) of young people reported a moderate increase in eating new fruits and vegetables. No change was reported by 16 young people.</p> <p>In addition, outcome was reviewed in three interviews with parents that agreed with the findings.</p>	One of the aims of the organisation and is important to stakeholders	Is of a magnitude that is significant to overall context	Relevant and significant
		Outcome 3: Increased social engagement with parents through	<p>59% (n=29) of young people a moderate increase in engagement with parents through gardening. No change was reported</p>	One of the aims of the organisation and is important to	Is of a magnitude that is significant	Relevant and significant

		gardening	by 20 young people. In addition, outcome was reviewed in three interviews with parents that reported a similar outcome.	stakeholders	to overall context	
	Parents	Outcome 4: Increased social engagement with children through gardening	66% (n=2) of parents reported an increased engagement with their children through gardening. No change was reported by 1 parent. In addition, this outcome was substantiated by 67% (n=33) of young people that reported a similar outcome.	One of the aims of the organisation and is important to stakeholders	Is of a magnitude that is significant to overall context	Relevant and significant
	Teachers	Outcome 5: Improved class cohesion	60% (n=2) of teachers reported an improvement in class cohesions. A small change was reported by one teacher, which was not valued as being significant.	One of the aims of the organisation and is important to stakeholders	Is of a magnitude that is significant to overall context	Relevant and significant
Park Stewardship Programme	Young People	Outcome 6: Improved awareness of local community's responsibility for maintaining local parks	Finding 1: 56% (n=29) of young people reported an improvement in concern for the on-going maintenance of park. No change was reported by 23 young people (44%). In addition, outcome was reviewed in four interviews with parents that agreed with the findings. Finding 2: 56% (n=29) of young people reported an improvement in concern for the on-going maintenance of park. No change was reported by 23 young people (44%). In addition, outcome was reviewed in four interviews with parents that agreed with the findings. Finding 3: 44% (n=23) of young reported an improved awareness for the welfare of plants and animals. No change was reported by 29	One of the aims of the organisation and is important to stakeholders	Is of a magnitude that is significant to overall context	Relevant and significant

			<p>young people (56%).</p> <p>In addition, outcome was reviewed in four interviews with parents that reported a similar outcome.</p>			
		Outcome 7: Increase in time spent socialising or playing at park	<p>54% (n=28) of young people reported an increase in time spent socialising or playing at parks. No change was reported by 24 young people (46%).</p> <p>This outcome was substantiated by four interviews with parents where 100% reported a similar outcome.</p>	One of the aims of the organisation and is important to stakeholders	Is of a magnitude that is significant to overall context	Relevant and significant
	Parents	Outcome 8: Increase time spent at local parks	<p>50% (n=2) of parents reported an increase in time spent visiting local parks. No change was reported by two parents (50%).</p> <p>In addition, this outcome was substantiated by 54% (n=28) of young people that reported a similar outcome.</p>	One of the aims of the organisation and is important to stakeholders	Is of a magnitude that is significant to overall context	Relevant and significant
	Teachers	Outcome 9: Improved class cohesion	100% (n=3) of teachers reported an improvement in class cohesion.	One of the aims of the organisation and is important to stakeholders	Is of a magnitude that is significant to overall context	Relevant and significant
	Community / Environment	Outcome 10: Reduction in littering and anti-social behaviour	58% (n=14) of individuals reported an improvement in the local parks. A small change was reported by 10 individuals, that was not valued as a significant change (42%)	One of the aims of the organisation and is important to stakeholders	Is of a magnitude that is significant to overall context	Relevant and significant
Beautiful Spaces Programme	Young People	Outcome 11: Increased feeling of pride or community cohesion	Finding 1: 87% (n=41) of young people experienced an increase in feeling of pride for school or youth centre. A small change was reported by 5 young people that was not valued as a significant change (11%). No change was reported by 1 young person (2%).	One of the aims of the organisation and is important to stakeholders	Is of a magnitude that is significant to overall context	Relevant and significant

			<p>In addition, this outcome was substantiated by 9 interviews with teachers and youth workers that agreed with the findings.</p> <p>Finding 2: 83% (n=39) of young people experienced an increase in time spent improving appearance of local community. A small change was reported by 5 young people but was not valued as a significant change (11%). No change was reported by 3 young people (6%).</p> <p>In addition, this outcome was substantiated by 9 interviews with teachers and youth workers that agreed with the findings.</p>			
		Outcome 12: Increased interest in gardening at home	<p>60% (n=28) of young people reported an increased interest in gardening at home. A small change was reported by 14 young people that was not valued as a significant change (29%). No change was reported by 5 young person (11%).</p> <p>In addition, this outcome was substantiated by 9 interviews with teachers and youth workers that agreed with the findings.</p>	One of the aims of the organisation and is important to stakeholders	Is of a magnitude that is significant to overall context	Relevant and significant
	Teachers and Youth Leaders	Outcome 13: Improved class cohesion	55% (n=5) of teachers and youth workers reported an improvement in class cohesions. No change was reported by 4 teachers and youth workers.	One of the aims of the organisation and is important to stakeholders	Is of a magnitude that is significant to overall context	Relevant and significant
		Outcome 14: Increase in parental involvement in school activities	22% (n=2) of teachers and youth workers reported a large increase in a parent's involvement in school activities. A small change was reported by 2 teachers and youth workers (22%). No change was reported by 5 teachers and youth workers (55%).	One of the aims of the organisation and is important to stakeholders	Is not of a magnitude that is significant to overall context	Relevant, but not significant

Environmental Stewardship Programme	Community / Environment	Outcome 15: Reduction in utilities (e.g. water, electricity, waste)	78% (n=7) of young people reported an reduction in utility use, which was considered an outcome for the local community / environment. No change was reported by 2 young people (22%).	One of the aims of the organisation and is important to stakeholders	Is of a magnitude that is significant to overall context	Relevant and significant
Green Living Programme	Adults	Outcome 16: Improvement in community cohesion	<p>Finding 1: 85% (n=23) of adults experienced an increase in happiness in relation to helping the local community. No change was reported by 4 adults (15%).</p> <p>In addition, this outcome was substantiated by two interviews with community centre staff that reported a similar outcome.</p> <p>Finding 2: 52% (n=14) of adults experienced an improvement in social connections with neighbours. A small change was reported by 6 adults that was not valued as a significant change (22%). No change was reported by 7 adults (26%).</p> <p>In addition, this outcome was substantiated by two interviews with community centre staff that reported a similar outcome.</p>	One of the aims of the organisation and is important to stakeholders	Is of a magnitude that is significant to overall context	Relevant and significant
	Community Centres	Outcome 17: Increase in new service users	100% (n=2) of staff reported an increase in the number of service users.	One of the aims of the organisation and is important to stakeholders	Is of a magnitude that is significant to overall context	Relevant and significant
	Community / Environment	Outcome 18: Reduction in utilities (e.g. water, electricity, waste)	<p>85% (n=23) of adults reported a reduction in utilities, which was considered an outcome for the local community / environment. A small change was reported by 1 adult (4%). No change was reported by 3 adults (11%).</p> <p>In addition, this outcome was substantiated by two interviews with community centre staff that agreed with the findings.</p>	One of the aims of the organisation and is important to stakeholders	Is of a magnitude that is significant to overall context	Relevant and significant

		Outcome 19: Increase in environmentally sustainable behaviour	52% (n=14) of adults reported an increase in household recycling or composting, which was considered an outcome for the local community / environment. A small change was reported by 5 adults (18%). No change was reported by 8 adults (30%). In addition, this outcome was substantiated by two interviews with community centre staff that agreed with the findings.	One of the aims of the organisation and is important to stakeholders	Is of a magnitude that is significant to overall context	Relevant and significant
Community Garden Programme	Adults with Learning Disabilities	Outcome 20: Increase in social engagement between participants	100% (n=4) of adults with intellectual disabilities reported an increase in social engagement with other participants.	One of the aims of the organisation and is important to stakeholders	Is of a magnitude that is significant to overall context	Relevant and significant
		Outcome 21: Increase in employment skills	25% (n=1) of adults with intellectual disabilities reported an increase in employment in skills. No change was reported by 3 adults with intellectual disabilities (75%).	One of the aims of the organisation and is important to stakeholders	Is not of a magnitude that is significant to overall context	Relevant, but not significant
		Outcome 22: Improvement in physical fitness	0% (n=0) of adults with intellectual disabilities reported a significant improvement in their physical fitness.	One of the aims of the organisation and is important to stakeholders	Is not of a magnitude that is significant to overall context	Relevant, but not significant
	Adults in Employment Support Programmes	Outcome 23: Increase in workplace readiness	100% (n=7) of adults with employment difficulties experienced this outcome.	One of the aims of the organisation and is important to stakeholders	Is of a magnitude that is significant to overall context	Relevant and significant
		Outcome 24: Increase in physical fitness	100% (n=7) of adults with employment difficulties reported an increase in their physical fitness	One of the aims of the organisation and is important to stakeholders	Is of a magnitude that is significant to overall context	Relevant and significant

	Adults not involved in any Community Programmes	Outcome 25: Reduction in social isolation	100% (n=3) of adults reported a reduction in social isolation.	One of the aims of the organisation and is important to stakeholders	Is of a magnitude that is significant to overall context	Relevant and significant
		Outcome 26: Increase in physical fitness	33% (n=1) of adults reported a small improvement in physical fitness	One of the aims of the organisation and is important to stakeholders	Is not of a magnitude that is significant to overall context	Relevant, but not significant
	Adults involved with Community Garden	Outcome 27: Reduction in grocery costs	100% (n=15) of adults reported a reduction in grocery costs.	One of the aims of the organisation and is important to stakeholders	Is of a magnitude that is significant to overall context	Relevant and significant
		Outcome 28: Reduction in food miles and carbon emissions	100% (n=15) of adults reported a reduction in food miles and carbon emissions.	One of the aims of the organisation and is important to stakeholders	Is of a magnitude that is significant to overall context	Relevant and significant
	Community / Environment	Outcome 29: Improvement in community cohesion	100% (n=15) of adults reported an improvement in community cohesions, which was considered an outcome for the local community / environment.	One of the aims of the organisation and is important to stakeholders	Is of a magnitude that is significant to overall context	Relevant and significant
Greening Your Neighbourhood Programme	Adults	Outcome 30: Increase in community cohesion	<p>Finding 1: 100% (n=7) of adult reported an increase in time spent socialising with neighbours, which was considered an outcome for the local community / environment.</p> <p>Finding 2: 85% (n=6) of adult reported an improvement in relationships between neighbours, which was considered an outcome for the local community / environment. No change was reported by 1 adult (15%).</p>	One of the aims of the organisation and is important to stakeholders	Is of a magnitude that is significant to overall context	Relevant and significant

		Outcome 31: Improvement in appearance of local community	100% (n=7) of adults reported an improvement in the appearance of the local community, which was considered an outcome for the local community / environment.	One of the aims of the organisation and is important to stakeholders	Is of a magnitude that is significant to overall context	Relevant and significant
Tidy Towns	Tidy Towns Volunteers	Outcome 32: Increase in engagement with community about environmental issues	67% of Dublin City Council staff (n=2) reported an increased engagement with community about environmental issues. No change was reported by 1 individual (33%)	One of the aims of the organisation and is important to stakeholders	Is of a magnitude that is significant to overall context	Relevant and significant
Dublin City Council	Community / Environment	Outcome 33: Reduction in littering and anti-social behaviour	67% of Dublin City Council staff (n=2) reported a reduction in littering and anti-social behaviour which was considered an outcome for the local community / environment. No change was reported by 1 individual (33%)	One of the aims of the organisation and is important to stakeholders	Is of a magnitude that is significant to overall context	Relevant and significant
	Dublin City Council	Outcome 34: Increase in engagement with schools, youth groups and community groups	83% of committee members (n=5) reported an increase in engagement with schools, youth groups and community groups. No change was reported by 1 individual (17%).	One of the aims of the organisation and is important to stakeholders	Is of a magnitude that is significant to overall context	Relevant and significant
Local Diocese	Community / Environment	Outcome 35: Increase in appearance in local community	100% of Local Diocese (n=1) reported an increase in the appearance of the local community.	One of the aims of the organisation and is important to stakeholders	Is of a magnitude that is significant to overall context	Relevant and significant
Global Action Plan	Board of Management	Outcome 36: Reduction in utilities usage (i.e. water and electricity)	25% of board members (n=1) reported a small reduction in utilities usage. No change was reported by 3 individuals (75%)	Considered as important to stakeholders	Is not of a magnitude that is significant to overall context	Relevant, but not significant
		Outcome 37: Improvement in environmentally sustainable behaviour.	25% of board members (n=1) reported a small improvement in their environmental behaviour. No change was reported by 3 individuals.	Considered as important to stakeholders	Is not of a magnitude that is significant to overall context	Relevant, but not significant

Appendix 3: Outcome Measurement Tools

With the social return on investment (SROI) analysis, surveys and semi-structured interviews were undertaken to engage stakeholders and gather meaningful data on the outcomes and extent of change. This section explains the different survey and interview questionnaires used within this analysis.

18.1.1 Surveys

Printed surveys were considered an effective method for gathering data from young people and adult participants in GAP programmes. In every instance, surveys were printed and administered in a group setting. Surveys were developed using the following steps:

1. Initially, a focus group was held with each stakeholder group to identify the range of potential outcomes and clarify the extent of change experienced by participants. As part of this step, participants were asked if other stakeholder groups experienced any material change.
2. Following each focus group, a theory of change diagram was developed for each programme, which was subsequently refined with each additional focus group and/or interview. A saturation point was considered reached when no new themes were repeated across each session.
3. Surveys were developed after a saturation point was reached and was developed based on themes identified through focus groups and/or interviews.

The following printed surveys are contained in this section:

- o Youth Gardening Questionnaire
- o Park Stewardship Questionnaire
- o Beautiful Spaces Questionnaire
- o Environmental Stewardship Questionnaire
- o Green Living Questionnaire
- o Community Garden Questionnaire
- o Tidy Town Questionnaire

Youth Gardening Questionnaire

This short questionnaire has been designed to determine how you interact and think of the parks in your area. The survey is confidential and only the researchers will see your name and answers.

Name: _____

Class: _____

Are you a: Boy Girl

I Do Questions

1. I try new foods
 - I always do this
 - I do this most of the time
 - In between
 - I do this sometimes
 - I never do this
 - Don't know
2. I grow plants
 - I always do this
 - I do this most of the time
 - In between
 - I do this sometimes
 - I never do this
 - Don't know
3. I eat fruit and vegetables
 - I always do this
 - I do this most of the time
 - In between
 - I do this sometimes
 - I never do this
 - Don't know

I Care Questions

4. There are many plants and trees in my area
 - I really care
 - I care a little bit
 - In between
 - I don't care
 - I really don't care
 - Don't know
5. My food is grown as close to where I live as possible
 - I really care
 - I care a little bit
 - In between
 - I don't care
 - I really don't care
 - Don't know
6. There is a space where I can learn to grow food in my community
 - I really care

- I care a little bit
 - In between
 - I don't care
 - I really don't care
 - Don't know
7. There are lots of beetles, bees and butterflies in our area
- I really care
 - I care a little bit
 - In between
 - I don't care
 - I really don't care
 - Don't know
8. There are lots of worms and bugs that help plants grow
- I really care
 - I care a little bit
 - In between
 - I don't care
 - I really don't care
 - Don't know

Local Responsibility Questions

How responsible are the following people for taking care of the local environment?

9. The local council (i.e. the government)
- Fully responsible
 - A good bit responsible
 - In between
 - A little bit responsible
 - Not responsible at all
 - Don't know
10. Your family
- Fully responsible
 - A good bit responsible
 - In between
 - A little bit responsible
 - Not responsible at all
 - Don't know
11. You / Your friends
- Fully responsible
 - A good bit responsible
 - In between
 - A little bit responsible
 - Not responsible at all
 - Don't know
12. Your community (all the people that live there)
- Fully responsible
 - A good bit responsible
 - In between
 - A little bit responsible
 - Not responsible at all
 - Don't know

Park Stewardship Questionnaire

This short questionnaire has been designed to determine how you interact and think of the parks in your area. The survey is confidential and only the researchers will see your name and answers.

Name: _____

Class: _____

Are you a: Boy Girl

I Do Questions

1. I hand out with my friends in the park
 - I always do this
 - I do this most of the time
 - In between
 - I do this sometimes
 - I never do this
 - Don't know
2. I hand out with my friends in the park
 - I always do this
 - I do this most of the time
 - In between
 - I do this sometimes
 - I never do this
 - Don't know
3. I go to the park to play
 - I always do this
 - I do this most of the time
 - In between
 - I do this sometimes
 - I never do this
 - Don't know
4. I graffiti stuff in parks
 - I always do this
 - I do this most of the time
 - In between
 - I do this sometimes
 - I never do this
 - Don't know
5. I break or damage plants around the area
 - I always do this
 - I do this most of the time
 - In between
 - I do this sometimes
 - I never do this
 - Don't know
6. I throw my litter on the ground I always do this
 - I do this most of the time
 - In between
 - I do this sometimes
 - I never do this
 - Don't know

I Care Questions

7. My park is clean
 - I really care
 - I care a little bit
 - In between
 - I don't care
 - I really don't care
 - Don't know
1. My park is safe
 - I really care
 - I care a little bit
 - In between
 - I don't care
 - I really don't care
 - Don't know
2. I go to the park to play
 - I really care
 - I care a little bit
 - In between
 - I don't care
 - I really don't care
 - Don't know
3. My playground is fun and interesting
 - I really care
 - I care a little bit
 - In between
 - I don't care
 - I really don't care
 - Don't know
4. My playground looks well
 - I really care
 - I care a little bit
 - In between
 - I don't care
 - I really don't care
 - Don't know
5. My stuff in my local park is not broken
 - I really care
 - I care a little bit
 - In between
 - I don't care
 - I really don't care
 - Don't know
6. Insects and plants live in the park
 - I really care
 - I care a little bit
 - In between

- I don't care
- I really don't care
- Don't know

Local Responsibility Questions

How responsible are the following people for taking care of the park?

7. The local council (i.e. the government)
 - Fully responsible
 - A good bit responsible
 - In between
 - A little bit responsible
 - Not responsible at all
 - Don't know
8. Your family
 - Fully responsible
 - A good bit responsible
 - In between
 - A little bit responsible
 - Not responsible at all
 - Don't know
9. You / Your friends
 - Fully responsible
 - A good bit responsible
 - In between
 - A little bit responsible
 - Not responsible at all
 - Don't know
10. Your school
 - Fully responsible
 - A good bit responsible
 - In between
 - A little bit responsible
 - Not responsible at all
 - Don't know

Beautiful Spaces Questionnaire

This short questionnaire has been designed to understand the impact of Global Action Plan (GAP) through their Beautiful Spaces Programme. The survey is confidential and only the researchers will see your name and answers.

Gender (circle one): Male / Female

Age:

1. As a result of participating in Beautiful Spaces, do you feel a greater sense of pride about your youth group or community? (Circle one)
 - a. My sense of pride changed a lot
 - b. My sense of pride change a little
 - c. My sense of pride did not change at all
2. As a result of participating in Beautiful Spaces, did you learn more about the importance of looking after your local environment? (Circle one)
 - a. I learned a lot
 - b. I learned a little
 - c. I did not learn anything
3. As a result of participating in Beautiful Spaces, I gained a real understanding that young people can make a difference in their community? (Circle one)
 - a. My views changed a lot
 - b. My views change a little
 - c. My views did not change
4. As a result of participating in Beautiful Spaces, did you start to garden more at home? (Circle one)
 - a. I garden a lot more as a result of beautiful spaces
 - b. I garden a little bit more as a result of beautiful spaces
 - c. I don't garden at all
5. As a result of participating in Beautiful Spaces, did you start to volunteer or engage in community action? (Circle one)
 - a. I have started to volunteer or engage in community activity a lot more
 - b. I have started to volunteer or engage in community activity a little bit more
 - c. I have changed how much I volunteer or engage in community activity
6. Did anything negative or bad happen as result of participating in Beautiful Spaces?
7. Did you experience any other positive changes as result of participating in Beautiful Spaces? (Please use the back of the sheet for your answer)

Environmental Stewardship Questionnaire

This short questionnaire has been designed to understand the impact of the Environmental Stewardship programme. The survey is confidential and only the researchers will see your name and answers.

Name: _____

Date: _____

1. What is the number of people in your household?
2. Have you participated in any other GAP programmes? (i.e. Community Gardens) (Yes / No)
3. Please answer all of the following questions about information learned from the course.
4. How much do you know about environmental sustainability?
 - a. Very knowledgeable
 - b. Moderately knowledgeable
 - c. Somewhat knowledgeable
 - d. Slightly knowledgeable
 - e. Not at all knowledgeable
 - f. Don't Know
5. Do you feel it is your responsibility to take care of the environment?
 - a. Very knowledgeable
 - b. Moderately knowledgeable
 - c. Somewhat knowledgeable
 - d. Slightly knowledgeable
 - e. Not at all knowledgeable
 - f. Don't Know
6. Do you turn off the lights when you leave the room?
 - a. Very knowledgeable
 - b. Moderately knowledgeable
 - c. Somewhat knowledgeable
 - d. Slightly knowledgeable
 - e. Not at all knowledgeable
 - f. Don't Know
7. Do you unplug mobile phones and devices at night?
 - a. Very knowledgeable
 - b. Moderately knowledgeable
 - c. Somewhat knowledgeable
 - d. Slightly knowledgeable
 - e. Not at all knowledgeable
 - f. Don't Know
8. Do you turn off the taps right away when brushing your teeth?
 - a. Very knowledgeable
 - b. Moderately knowledgeable
 - c. Somewhat knowledgeable
 - d. Slightly knowledgeable
 - e. Not at all knowledgeable
 - f. Don't Know
9. Do you take shorter showers to save water?
 - a. Very knowledgeable
 - b. Moderately knowledgeable
 - c. Somewhat knowledgeable
 - d. Slightly knowledgeable
 - e. Not at all knowledgeable
 - f. Don't Know

10. Do you encourage other family members and friends to respect the environment?
- Very knowledgeable
 - Moderately knowledgeable
 - Somewhat knowledgeable
 - Slightly knowledgeable
 - Not at all knowledgeable
 - Don't Know
11. Do you feel your actions make difference for helping the environment?
- Very knowledgeable
 - Moderately knowledgeable
 - Somewhat knowledgeable
 - Slightly knowledgeable
 - Not at all knowledgeable
 - Don't Know
12. Can you please describe the change you experienced for any of the following outcomes?

Type of Change	Did you experience this change? (Pick Yes or No)	How much change did you experience? (Pick one: Small, Medium or Large)	On a scale of 0 to 100, how much was GAP responsible for this change?
Improvement in knowledge about sustainable living <i>If yes, what changed?</i>	Yes / No	Small (One day of training - €45) Medium (A short training course on Gardening - €100) Large (A series of organic gardening courses - €150 - €180)	
Increase in happiness in relation to helping the local community <i>If yes, what changed?</i>	Yes / No	Small (Donating to a local charity - €5 - €15) Medium (Volunteer at a local event - €15-€30) Large (Donating a half-day to help a local project - €50)	
Improvement in social connections with people in the community <i>If yes, what changed?</i>	Yes / No	Small (Having coffee with a friend - €5) Medium (Going to the cinema with friends - €50) Large (Going for dinner with friends - €150)	
Reduction in water or electricity consumption <i>If yes, what changed?</i>	Yes / No	Small (Saving a small amount of water / electricity - €5) Medium (Saving a medium amount of water / electricity - €15)	

		Large (Saving a large amount of water / electricity - €30-€40)	
<i>Other: (please specify)</i>	Yes / No	Small Medium Large	

13. How long do you think the Environmental Stewardship Programme will benefit you? (Pick one)
- a. 1 year or less
 - b. 1 to 2 years
 - c. 2 to 3 years
 - d. 3 to 5 years
 - e. A lifetime
14. Were there any programmes or organisations that taught you the same thing as the Environmental Stewardship Programme? (Pick one)
15. If the Environmental Stewardship Programme was not around in Ballymun, what would you have missed from it in your life?
16. Overall, what do you think are the benefits of the Environmental Stewardship Programme?

Green Living Programme Questionnaire

This short questionnaire has been designed to understand the impact of the Green Living programme. The survey is confidential and only the researchers will see your name and answers.

Date: _____

Name: _____

1. What year did you participate in the Green Living Programme?
2. What is the number of people in your household?
3. Have you participated in any other GAP programmes? (i.e. Community Gardens) (Yes / No)
4. Can you please describe the change you experienced for any of the following outcomes?

Type of Change	Did you experience this change? (Pick Yes or No)	How much change did you experience? (Pick one: Small, Medium or Large)	On a scale of 0 to 100, how much was GAP responsible for this change?
Improvement in knowledge about sustainable living <i>If yes, what changed?</i>	Yes / No	Small Medium Large	
Increase in happiness in relation to helping the local community <i>If yes, what changed?</i>	Yes / No	Small Medium Large	
Improvement in socialising with neighbours <i>If yes, what changed?</i>	Yes / No	Small Medium Large	
Reduction in water or electricity consumption <i>If yes, what changed?</i>	Yes / No	Small Medium Large	
Increase in brown bag (compost) disposal or recycling <i>If yes, what changed?</i>	Yes / No	Small Medium Large	
Reduction in purchasing environmentally harmful products	Yes / No	Small	

If yes, what changed?		Medium Large	
Other: (please specify)	Yes / No	Small Medium Large	

5. If you answered "yes", can you please explain what changes you made in your life as a result of the programme?

1. Improvement in knowledge about sustainable living:	
2. Increase in happiness in relation to helping the local community:	
3. Improvement in socialising with neighbours:	
4. Reduction in water or electricity consumption:	
5. Increase in brown bag (compost) disposal or recycling:	
6. Reduction in purchase of environmentally harmful productions:	
7. Other (Please specify)	

6. As a result of the Green Living programme, how much estimated income has your household saved in the following ways:
- Water Use: € _____ per year
 - Electricity: € _____ per year
 - Shopping (i.e. plastic bags, purchases): € _____ per year
 - Waste Disposal: € _____ per year
 - Other (please specify): _____ € _____ per year
7. How long do you think the Green Living Programme will benefit you? (Pick one)
- 1 year or less
 - 1 to 2 years
 - 2 to 3 years
 - 3 to 5 years
 - A lifetime
8. Were there any programmes or organisations that taught you the same thing as the Green Living Programme?
9. If the Green Living Programme was not around in Ballymun, what would you have missed from it in your life?
10. Overall, what do you think are the benefits of the Green Living Programme?

Community Garden Questionnaire

This short questionnaire has been designed to understand the impact of Global Action Plan (GAP) through their Community Garden Programme. The survey is confidential and only the researchers will see your name and answers.

Date: _____

Name: _____

1. Do you attend the Garden as part of local group / project? (Yes/No)
2. In a month, how many hours do you use the Community Garden?
3. Are you involved or have you attended any other GAP programmes? (i.e. Green Living Programme) (Yes / No)
4. In your own words, what are the benefits of participating in the Community Garden
5. Can you please describe the change experienced for any of the following outcomes because of being involved in the Community Garden:

Type of Change	Did you experience this change? (Pick Yes or No)	How much change did you experience? (Pick one: Small, Medium or Large)	On a scale of 0 to 100, how much was GAP responsible for this change?
Increase knowledge about gardening? <i>If yes, what changed?</i>	Yes No	Small (One day of training - €45) Medium (A 5-day training course on Gardening - €100) Large (A 8-week of organic gardening courses - €150 - €180)	
Increase in gardening at home <i>If yes, what changed?</i>	Yes No	Small (One day of training - €45) Medium (A 5-day training course on Gardening - €100) Large (A 8-week of organic gardening courses - €150 - €180)	
Improvement in physical health or fitness? <i>If yes, what changed?</i>	Yes No	Small (Doing a fitness class - €15) Medium (Doing a boot camp programme - €50) Large (Joining a gym membership - €200)	
Improvement in social connection with other members from community? <i>If yes, what changed?</i>	Yes No	Small (Having coffee with a friend - €5) Medium (Going to the cinema with friends - €50) Large (Going for dinner with friends - €150)	

8. How long do you think outcomes from participating in the Community Garden will benefit you? (Pick one)
 - a. 1 year or less
 - b. 1 to 2 years
 - c. 2 to 3 years
 - d. 3 to 5 years
 - e. A lifetime
9. Were there any programmes or organisations that taught you the same thing as the Community Garden? (Pick one)
10. If the Community Garden or Global Action Plan was not around in Ballymun, what would you have missed from it in your life?
11. Do you have any other comments about the Global Action Plan?

Tidy Town Ballymun Questionnaire

This short questionnaire has been designed to understand the impact of Global Action Plan (GAP) for Tidy Towns Ballymun. The survey is confidential and only the researchers will see your name and answers.

Date: _____

Name: _____

General Questions

1. How many years have you been involved with Ballymun Tidy Towns?
2. On average, how many committee sessions do you attend per year?
3. In a month, how many hours do you volunteer with Tidy Towns?
4. For the last year, can you estimate how many individuals participated in Tidy Town events?
5. Are you involved or have you attended any other GAP programmes? (i.e. Community Gardens) (Yes / No)
6. In your own words, can you describe the impact of Global Action Plan's involvement in Tidy Towns Ballymun? What does GAP offer Tidy Town?

Outcome 1: Improved awareness at Tidy Town events

Please describe how Global Action Plan (GAP) had an impact in the improved awareness for local Tidy Town events, such as greater knowledge of Tidy Town's work or an increase in attendance at local events.

7. In the last year, was there an improvement in local awareness for Tidy Town events in Ballymun? Please circle one.
 - a. Yes, there was a large change
 - b. Yes, there was a small change
 - c. No, there was no change at all
8. What impact do you feel GAP's work had on this change? Please circle one.
 - a. None
 - b. Small benefit
 - c. Medium benefit
 - d. Large benefit
9. How did GAP made a difference for this improvement in local awareness for Tidy Towns?
10. How much of this change is a direct result of GAP's work? Please mark.
0 % ----- 25% -----50% ----- 75% -----100%
Not at all A little Somewhat A lot All of it
11. Are there other factors or organisations that are responsible for this change?
12. How can we value GAP's involvement in cost terms? Let's say that GAP was not involved, what would be the best estimate of their support of Tidy Towns to improve local awareness?
 - a. Word of mouth (€ 0)
 - b. Local posters (€100.00)
 - c. Pamphlets (€150.00)
 - d. An advertisement in a local paper for a week (€200.00)
 - e. A targeted media campaign (€500 - €1000)

Outcome 2: Improved coordination and planning for local Tidy Town events

Please describe Global Action Plan (GAP) had an impact in an improvement in planning and coordination at Tidy Town's events, such as local cleaning activities, networking with other local groups or organisations of the Blooms fundraising event.

13. In the last year, was there an improvement in coordination and planning for Tidy Town events in Ballymun? Please circle one.
- a. Yes, there was a large change
 - b. Yes, there was a small change
 - c. No, there was no change at all
14. What impact do you feel GAP's work had on this change? Please circle one.
- a. None
 - b. Small benefit
 - c. Medium benefit
 - d. Large benefit
15. How did GAP make a difference for this improved planning/coordination for Tidy Towns?
16. How much of this change is a direct result of GAP's work? Please mark.
- 0 % ----- 25% -----50% ----- 75% -----100%
- Not at all A little Somewhat A lot All of it
17. Are there other factors or organisations that are responsible for this change?
18. How can we value GAP's involvement in cost terms? Let's say that GAP was not involved, what would be the best estimate for the type of support that GAP provided to improve planning / coordination?
- a. Reading a book on project or event management (€30)
 - b. Online course on planning and coordination (€100 to €500)
 - c. Facilitated training on project management (€500 to €1000)
 - d. Undertaking a local research project (€1000 - €3000)
 - e. Developing a three-year strategic plan for Tidy Towns (€3000 - €5000)

Other Questions / Finish-Up

19. Please rate the following statements (1 – Strong disagree to 5 – Strongly Agree)
- a. GAP is an important organisation in the local Ballymun community
 - b. GAP offers useful education and training on environmental issues and topics
 - c. GAP has improved the local environment
 - d. GAP is effective at engaging the local community in environmental and social events
 - e. GAP is a professional and well-run service
20. Have there been any negative outcomes for Tidy Towns because of GAP? If yes, please describe.
21. Do you have any other comments to make in relation to your experience working with GAP?

Board of Management Questionnaire

This short questionnaire has been designed to understand the impact of the Greening Your Neighbourhood programme. The survey is confidential and only the researchers will see your name and answers.

Date: _____

Name: _____

1. How many years have you served on the Board of Management?
2. The following short questionnaire has been designed to determine what changes (if any) have directly taken place for you as a result of being involved in Global Action Plan.

Lifestyle Questionnaire - Waste

Please tick the box which most relates to your household activity in relation to waste.

How do you manage waste in your home?	Response (Please Circle)
3. Do you use recycling facilities in your area such as bottle banks and clothes banks?	All of the time More than half Half of the time Less than half None of the time
4. How many plastic bags do you buy shopping every month?	0 1-5 6-10 11-20 21+
5. Do you use a Bag For Life (cotton/material bag)?	Yes - always More than half Half of the time Less than half No - never
6. When shopping, do you choose to buy goods with less packaging?	Yes - always More than half Half of the time Less than half No - never
7. Have you requested e-invoices instead of paper documents where possible? E.g. bank statements.	Yes No
8. When printing, do you try to save paper by using both sides or print two pages on one sheet?	Yes - always More than half Half of the time Less than half No - never

Lifestyle Questionnaire - Energy

Please tick the box which most relates to your household activity in relation to energy

How much energy do you use in your home?	Response (Please Circle)
9. How often do you only boil as much water as you need in the kettle?	Always More than half Half of the time Less than half Never
10. How often do you turn off all appliances on standby?	Always More than half Half of the time Less than half Never
11. How often do you turn off the lights when leaving a room?	Always More than half Half of the time Less than half Never
12. Do you use energy saving lightbulbs?	Yes No
13. Do you use the eco-cycle on the dishwasher/washing machine?	Yes No
14. How often do you only run the dishwasher/washing machine on a full load?	Always More than half Half of the time Less than half Never

Lifestyle Questionnaire - Food

Please tick the box which most relates to your household activity in relation to food

How much food do you waste in your home?	Response (Please Circle)
15. How often do you make a shopping list for your weekly shopping?	Always More than half Half of the time Less than half Never

16. How often do you use zip lock bags or airtight containers for leftover food?	Always More than half Half of the time Less than half Never
17. Do you look at food labels to know the price before you purchase the item?	Yes No
18. Do you buy organic or free-range products when shopping?	Yes No
19. Have you ever thought about the food that is thrown out in your home?	Yes No
20. How often would you look at the dates on the food you buy?	Always More than half Half of the time Less than half Never

Lifestyle Questionnaire - Water

Please tick the box which most relates to your household activity in relation to water

How much water do you use in your home?	Response (Please Circle)
21. How often do you turn off the tap while brushing your teeth, instead of leaving the tap running?	Always More than half Half of the time Less than half Never
22. How often do you take a shower instead of a bath?	Always More than half Half of the time Less than half Never
23. When you spot a leak, do you repair it as soon as possible?	Always More than half Half of the time Less than half Never

<p>24. Have you installed a bottle, water hippo or other means in your toilet cistern to reduce the water flow to a minimum?</p>	<p>Yes No</p>
<p>25. Have you installed a rainwater harvesting system (e.g. water butt) to collect water from the roof and drainpipes?</p>	<p>Yes No</p>
<p>26. Do you use a watering can instead of a hosepipe in the garden?</p>	<p>Always More than half Half of the time Less than half Never</p>

18.1.2 Phone / In-Person Interview Questions

Interviews were undertaken with a specific stakeholders groups that were unable to attend a focus group. In addition, this approach was considered effective for engaging family members and professionals working in the local community, such as teachers and youth workers.

As with the printed surveys, interview questions were developed following an initial focus group with participants. The process undertaken included the following steps:

1. Initially, a focus group was held with each stakeholder group to identify the range of potential outcomes and clarify the extent of change experienced by participants. As part of this step, participants were asked if other stakeholder groups experienced any material change. In some instances, this identified other stakeholders groups, such as family members.
2. Following each focus group, a theory of change diagram was developed for each programme, which was subsequently refined with each additional focus group and/or interview. A saturation point was considered reached when no new themes were repeated across each session.
3. Interview questions were developed after a saturation point was reached and was developed based on themes identified through focus groups and/or interviews.
4. With each interview, responses were partially transcribed and key quotations were read out to respondents to allow for endorsement, elaboration or small changes.

The following interview questions are contained in this section:

- o Survey for local residents visiting Poppintree Park and Coultry Park (for Park Stewardship Programme)
- o Door-to-door survey for local residents (involved in the Greening Your Neighbourhood programme)
- o Door-to-door survey for local residents (near the Community Gardens and Youth Gardening programme)
- o Interview questions for parents (of Youth Gardening, Park Stewardship and Beautiful Spaces)
- o Interview Questions for Teachers and Youth Workers (of Youth Gardening, Park Stewardship and Beautiful Spaces)
- o Interview Questions for Staff and Other Key Stakeholders

Park Survey for Community Members (Park Stewardship Programme)

The purpose of this research is to determine if any material changes occurred for local residents as a result of the Global Action Plan. Findings will be analysed and used in a Social Return on Investment study of the Global Action Plan. Your name and details will remain anonymous.

1. How long have you lived in Ballymun?

Question	Response (Please Circle)
1. How often have you come to this park this year?	Never Once 2-5 times 5-9 times More than 10 times
2. Would you have come to the park today if this family event was not on?	Very likely Somewhat likely Somewhat not likely Not very likely Don't know
3. As a result of this event are you/your family more likely to come to the park?	Very likely Somewhat likely Somewhat not likely Not very likely Don't know
4. Has today's event made you more likely to travel in a more sustainable manner? (E.g.: Walk to the shops, leave the car at home for short journeys).	Very likely Somewhat likely Somewhat not likely Not very likely Don't know
5. Have you heard of GAP before this event?	Yes, I have heard of GAP Yes, I or a family member has heard of GAP No, I have not heard of GAP
6. Has GAP had any impact on the local community in your opinion?	Don't know Better awareness of environmental issues Improved awareness of Ballymun Improved upkeep and maintenance of Ballymun Other, please specify
7. How much of this change was because of GAP?	Not at all – 0% A little – 25% Somewhat – 50% A lot – 75% All of it – 100%
8. Overall, was the event informative and valuable, please give some information? Please print on back of page.	

Ballymun Community Members (Greening Your Neighbourhood)

The purpose of this research is to determine if any material changes occurred for local residents as a result of the Global Action Plan. Findings will be analysed and used in a Social Return on Investment study of the Global Action Plan. Your name and details will remain anonymous.

2. How long have you lived in Ballymun?
3. Have you heard of the Global Action Plan in Ballymun? Yes / No
4. If yes, what have you heard about Global Action Plan?

The Environment

5. How would you rate the upkeep of the local green environment (plants, greens, gardens, common space) before the regeneration?
Very bad 1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9 - 10 very good

And after/now?
Very bad 1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9 - 10 very good
6. What things contributed to this change (only where there is significant change 2 points of more): enter approximate percentage point
Regeneration _____%
Global Action Plan _____%
Local Community _____%
Dublin City Council _____%
Any other community groups? Please specify: _____ / _____%

The Community

7. In your perception, how well did people treat their local environment before the regeneration (graffiti, littering, breaking equipment, broken glass, etc.)?
Very bad 1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9 - 10 very good

And after/now?
Very bad 1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9 - 10 very good
8. What things contributed to this change (only where there is significant change 2 points of more): enter approximate percentage point
Regeneration _____%
Global Action Plan _____%
Local Community _____%
Dublin City Council _____%
Any other community groups? Please specify: _____ / _____%
9. Did the community take any group action to improve their environment before the regeneration?
Not at all 1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9 - 10 A lot

And after/now?
Not at all 1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9 - 10 A lot
10. What things contributed to this change (only where there is significant change 2 points of more): enter approximate percentage point
Regeneration? _____%
Global Action Plan? _____%
Influence of the council? _____%
Influence of friends and family? _____%
Any other community groups? Please specify: _____ / _____%

11. Is there anything you would like to see Global Action Plan provide in Ballymun? (e.g. services, classes, training, etc.)

Ballymun Community Members (Youth Gardening and Community Gardens Programme)

The purpose of this research is to determine if any material changes occurred for local residents as a result of the Global Action Plan. Findings will be analysed and used in a Social Return on Investment study of the Global Action Plan. Your name and details will remain anonymous.

1. How long have you lived in Ballymun?
2. Have you heard of the Global Action Plan in Ballymun? Yes / No
3. If yes, what have you heard about Global Action Plan?

The Environment

4. How would you rate the upkeep of the local green environment (plants, greens, gardens, common space) before the regeneration?
Very bad 1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9 - 10 very good

And after/now?
Very bad 1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9 - 10 very good
5. What things contributed to this change (only where there is significant change 2 points of more): enter approximate percentage point
Regeneration _____%
Global Action Plan _____%
Local Community _____%
Dublin City Council _____%
Any other community groups? Please specify: _____ / _____%

The Community

6. In your perception, how well did people treat their local environment before the regeneration (graffiti, littering, breaking equipment, broken glass, etc.)?
Very bad 1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9 - 10 very good

And after/now?
Very bad 1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9 - 10 very good
7. What things contributed to this change (only where there is significant change 2 points of more): enter approximate percentage point
Regeneration _____%
Global Action Plan _____%
Local Community _____%
Dublin City Council _____%
Any other community groups? Please specify: _____ / _____%
8. Did the community take any group action to improve their environment before the regeneration?
Not at all 1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9 - 10 A lot

And after/now?
Not at all 1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9 - 10 A lot
9. What things contributed to this change (only where there is significant change 2 points of more): enter approximate percentage point
Regeneration? _____%
Global Action Plan? _____%

Influence of the council? _____%

Influence of friends and family? _____%

Any other community groups? Please specify: _____ / _____%

10. Is there anything you would like to see Global Action Plan provide in Ballymun? (e.g. services, classes, training, etc.)

Interview Questions for Families (of Youth Gardening, Park Stewardship and Beautiful Spaces)

Please describe how Global Action Plan (GAP) had an impact for either yourself or your family. Your responses are confidential and only the researchers will be aware of your name and answers.

1. What do you thoughts about the Global Action Plan?
2. Did your son/daughter tell you anything or share anything about the GAP programme?
3. Did you notice anything start to change about your son/daughter? (Prompt: more interest in environment, going outside, etc.)
4. We're interested in learning if the GAP programme had any impact for families and parents. Did you learn anything from your son or daughter about gardening / environment?
5. Has anything in your household changed since your son or daughter attending this GAP Programme? (Prompt: start gardening, start going outside more, start using water less, learned more about the environment, etc.)
6. Outcome 1 (Please describe)
 - a. Attribution: How much is this because of GAP?
 - b. Attribution: What other organisation contribute to this change?
 - c. Drop Off: How long would this outcome last?
 - d. Proxy: If you had to pay another service to create this impact, what would it cost? What would this service or programme look like?
7. Outcome 2 (Please describe)
 - a. Attribution: How much is this because of GAP?
 - b. Attribution: What other organisation contribute to this change?
 - c. Drop Off: How long would this outcome last?
 - d. Proxy: If you had to pay another service to create this impact, what would it cost? What would this service or programme look like?
8. Outcome 3 (Please describe)
 - a. Attribution: How much is this because of GAP?
 - b. Attribution: What other organisation contribute to this change?
 - c. Drop Off: How long would this outcome last?
 - d. Proxy: If you had to pay another service to create this impact, what would it cost? What would this service or programme look like?
9. Did you experience anything negative?
10. Is there anything else that changed for you?
11. Do you have any other comments?

Interview Questions for Teachers and Youth Workers (of Youth Gardening, Park Stewardship and Beautiful Spaces)

Please describe how Global Action Plan (GAP) had an impact for either yourself or your classroom. Your responses are confidential and only the researchers will be aware of your name and answers.

1. Could you please describe your role?
2. In your own words, can you please describe your work with GAP?
3. What is the benefit of the GAP programme?
4. How much time did you spend on the project?
5. How do you feel your school or organisation has benefited from working with GAP?
6. What do you think is the value of GAP's work in Ballymun?
7. Is there anything negative about GAP's work?
8. Outcome 1 (Please describe)
 - a. Attribution: How much is this because of GAP?
 - b. Attribution: What other organisation contribute to this change?
 - c. Drop Off: How long would this outcome last?
 - d. Proxy: If you had to pay another service to create this impact, what would it cost? What would this service or programme look like?
9. Outcome 2 (Please describe)
 - a. Attribution: How much is this because of GAP?
 - b. Attribution: What other organisation contribute to this change?
 - c. Drop Off: How long would this outcome last?
 - d. Proxy: If you had to pay another service to create this impact, what would it cost? What would this service or programme look like?
10. Outcome 3 (Please describe)
 - a. Attribution: How much is this because of GAP?
 - b. Attribution: What other organisation contribute to this change?
 - c. Drop Off: How long would this outcome last?
 - d. Proxy: If you had to pay another service to create this impact, what would it cost? What would this service or programme look like?
11. Were there any negative outcomes?
12. Is there anything else you would like to add?

Interview Questions for Staff and Other Key Stakeholders

Please describe how Global Action Plan (GAP) had an impact for either yourself or your organisation. Your responses are confidential and only the researchers will be aware of your name and answers.

1. Could you please describe your role?
2. In your own words, can you please describe your work with GAP?
3. What is the benefit of the GAP programme?
4. How much time did you spend on the project?
5. How do you feel your school or organisation has benefited from working with GAP?
6. What do you think is the value of GAP's work in Ballymun?
7. Is there anything negative about GAP's work?
8. Outcome 1 (Please describe)
 - a. Attribution: How much is this because of GAP?
 - b. Attribution: What other organisation contribute to this change?
 - c. Drop Off: How long would this outcome last?
 - d. Proxy: If you had to pay another service to create this impact, what would it cost? What would this service or programme look like?
9. Outcome 2 (Please describe)
 - a. Attribution: How much is this because of GAP?
 - b. Attribution: What other organisation contribute to this change?
 - c. Drop Off: How long would this outcome last?
 - d. Proxy: If you had to pay another service to create this impact, what would it cost? What would this service or programme look like?
10. Outcome 3 (Please describe)
 - a. Attribution: How much is this because of GAP?
 - b. Attribution: What other organisation contribute to this change?
 - c. Drop Off: How long would this outcome last?
 - d. Proxy: If you had to pay another service to create this impact, what would it cost? What would this service or programme look like?
11. Were there any negative outcomes?
12. Is there anything else you would like to add?