

# The Social Value of Explorer Club and Young Rangers

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



July 2023





## **Acknowledgments**

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

Data for the primary research was collected by the North York Moors National Park Authority, Tim Goodspeed and Liz Riley ([morethanoutputs](#)). The data collection methods, analysis and report were developed and written by Tim.

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# 1 Executive Summary

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

When this impact is extended to households who have barriers to accessing activities like these, the value is increased. The average value per person for lottery funded cohorts is higher than for core funded cohorts (24% higher on average). And specifically, in lower income households represented in the 2020/21 cohort, respondents valued their outcomes more than others.

*We're more unified as a family (own and foster children). We spend good quality time together there ... we relax and chat to the kids. We have quality time together to form our own relationships.*

**Explorer Parent**

## 1.1 Background

The North York Moors National Park Authority's (NYMNPA) Outdoor Learning Team works with educational providers, families and young people within and outside of the National Park.

## 1.2 Scope

The analysis evaluated two of the Team's activities:

- **Explorer Club** is for families to engage in environmental play and conservation tasks in the National Park. Children are usually aged between 4-11 and take part for 6 months.
- **Young Rangers** is a monthly club for young people aged 11-17 who are interested in learning about the work of the ranger service and how they too can practically help look after the National Park.

This report brings together five evaluations of these two projects. The evaluations took place from 2019 to 2023 with 2 distinct groups of cohorts, according to funding streams:

- **Core funded cohorts:** Two pilot projects were undertaken to engage with young people and families in helping them to understand and care for the National Park. These core funded projects have continued.
- **Lottery funded cohorts:** A grant from the National Lottery Heritage Fund (NLHF) has enabled families and young people, for whom there are barriers to engaging with the National Park, to participate in the projects.



The aims were to:

1. Evaluate the social value of the lottery funded cohorts; and
2. Contrast the results with core funded cohorts.

All five evaluations, therefore, followed the same method to enable comparisons.

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

### 1.3 Method

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

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

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

**Young Ranger's Parents**



## 1.4 Evaluating Outcomes

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

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



## 1.5 Most Important Outcomes

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

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

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



Following the baseline study in 2019, a researcher from [morethanoutputs](#) interviewed a mix of 40 individuals, focusing on lottery funded cohorts, to see if they were experiencing different outcomes from the core cohorts interviewed for the baseline study. The consultation found no additional outcomes; but confirmed the outcomes in the baseline study.

When combined quantity, duration, value and causality of the outcomes was calculated, the total value of each outcome for all the participants who achieved it can be derived. Aggregated across stakeholder groups, the most important outcomes were the same two, in the same order in all cohorts. They are shown below (with values for the pilot projects) in order of magnitude. There is a clear top outcome, followed by a significant group of similarly valued outcomes.

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

*We could get down, isolated and depressed. Now we're a lot better. We can get out. The children are happy, so we're happy. We and the boys have made new friends, people in similar situations, and we look forward to meetings.*

**Explorer Parent (Autistic Child)**

## 1.6 Findings

### 1.6.1 Environmental Awareness/ Responsibility

Overall, this outcome was by far the most important, representing a third of the aggregated value for the pilots and 28% across all the lottery funded cohorts. All stakeholder groups experienced and valued highly their increased environmental awareness/responsibility - including parents who don't attend (Young Rangers).

### 1.6.2 Resilient Young People

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

### 1.6.3 Stronger Families

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

## 1.7 Covid

Between the baseline study in 2019 and the first year of annual evaluations, the UK was in the grip of the covid pandemic and experienced lock downs. Therefore, activities were limited and there is a gap in evaluation during 2020.

## 1.8 Contrasts

Sample sizes in some groups are relatively small, so the absolute values are all within a range. Therefore, caution with some of the details and absolute values should be exercised. But the bigger the contrast that is observed between any 2 figures, the more confident we should be that it shows a significant difference. The following comparisons are judged meaningful to make.

### 1.8.1 Profile of Participants

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



- Mothers and female family members were significantly more (67%) involved in the pilots than fathers and male family members.
- All families, until 2023, in the sample described their ethnic group as British.

However, representation in both these dimensions improved:

- In 2022/23 there were more females in lottery cohorts than core cohorts, but not a significant difference, and at 53% and 40% respectively, not too unrepresentative.
- In 2022/23 there was double the proportion of BAME households represented in core cohorts (14%) than lottery (7%).

In the core funded cohorts, an average of 11% of households described themselves as a single parent household. The average for lottery funded cohorts was 3 times higher at 32%.

Similar to household composition, there was a 2 or 3 fold difference between core and lottery funded cohorts for employment and education backgrounds. In the core funded cohorts, an average of 15% of households responded that they had not reached Higher Education; compared with 37% for lottery funded cohorts. In the core funded cohorts, an average of 20% of households responded that they were unemployed; compared with 43% for lottery funded cohorts.

Overall, these differences suggest lottery funded cohorts are lower income households, facing more barriers in engaging with the National Park, particularly in the 2020/21 cohort.

	2019 Core	2020/21 Lottery	2021/22 Lottery	2022/23 Core	2022/23 Lottery
<b>Female</b>	67%	59%	63%	40%	53%
BAME (Household)	0%	0%	0%	14%	7%
Single Parent	6%	42%	18%	17%	37%
Lower Education (not Higher Education)	16%	66%	29%	14%	16%
Unemployed	26%	70%	31%	14%	28%

*At the residential I met people from all backgrounds. That's a great skill, dealing with people. Realising other people are different, but we all came together in a common interest.*

**Young Ranger**

## 1.8.2 Value of Outcomes and Social Return

Lottery activities created more value overall, despite there being fewer people involved - there were 11% fewer lottery stakeholders than core in 2022/23 (160 core vs 143 lottery), however, the total value is the other way round for 2022/23 – lottery activities created 18% more value than core (£316k core vs £374k lottery).

If the total value is compared with the investment and inputs required to create the value, a ratio of return can be calculated. For every pound of investment in Explorer Club and Young Rangers there

was 6 times as much social value created for pilot participants. When repeated in 2023, the social returns of both 2023 cohorts can be seen and compared with this figure for the pilots.

	2022/23 Core	2022/23 Lottery
Total Value for Explorers	£84,391	£105,294
Total Value for Explorers Parents, Carers and Grand Parents	£60,787	£51,574
Total Value for Young Rangers	£126,375	£138,825
Total Value for Young Rangers Parents, Carers and Grand Parents	£44,606	£78,097
<b>Total Return</b>	<b>£316,158</b>	<b>£373,791</b>
<b>Investment</b>	<b>£22,940</b>	<b>£70,743</b>
<b>Return ratio</b>	<b>£13.78</b>	<b>£5.28</b>

The overall value created and value per person was higher for Lottery cohorts (see below) in 2022/23 when they were measured together. However, core delivery in 2022/23 cost significantly less, resulting in a far higher social return per pound invested for the core cohort(s) in 2022/23.

### 1.8.3 Value per person

The average value per person for lottery funded cohorts is higher than for core funded cohorts. For all 4 groups, average value per person is higher than for lottery funded cohorts, and on average across all 4 groups, 24% higher.

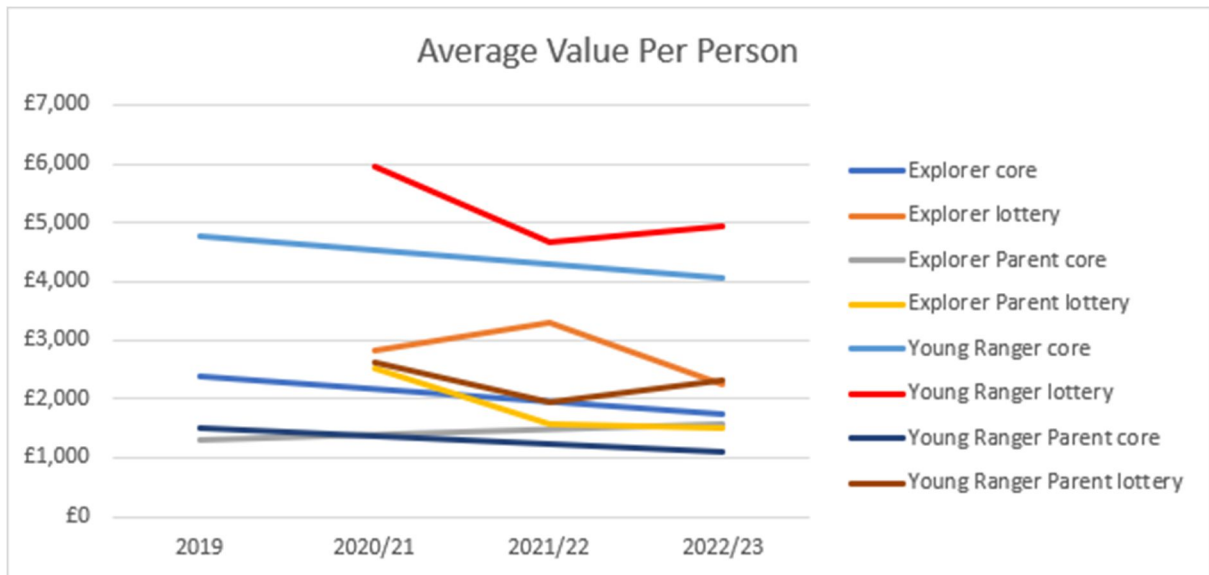
	all lottery	all core	all cohorts
<i>value per Explorer</i>	£2,646	£2,052	£2,341
<i>value per Explorer Parent</i>	£1,702	£1,430	£1,546
<i>value per Young Ranger</i>	£5,144	£4,428	£4,884
<i>value per Young Ranger Parent</i>	£2,219	£1,303	£1,904

*Now she can travel new places. Meet new people. Handle equipment safely so she isn't panicking that she or someone else is going to get hurt by doing things. Eat outside/in front of other people. It's been amazing, I'm a single Mum with 2 kids and we don't often get the chance to go out on days out with the cost of things, so it's being able to do this together as a family is amazing.*

**Explorer Mum**

### 1.8.4 Variations in value by cohort

We can also compare these average values per person over different cohorts (and within different lottery cohorts).



Overall, value for core funded cohorts drops, per person, over time, but not significantly.

Values for lottery funded cohorts are less stable. With the exception of lottery funded Explorers, value per person for lottery cohorts drops off after the first year's cohort, then increases slightly.

Could this be explained by an enhanced value of getting outdoors after the previous year's covid lockdowns, but the 'norm' is better represented by latter years?

It is also worth reflecting on the profile of each year of lottery funded cohorts and the, potentially, lower income households represented in 2020/21 (see section 24). The concept of marginal utility suggests that the less we have of something, the more we value a unit of it. Is this the effect here – that lower income households have more barriers to activities that create the opportunities and outcomes measured in this report and so the 2020/21 cohort valued their outcomes more than others for this reason?

To repeat the caveat above, the sample sizes are small here, but there does appear to be a pattern in the graph above and a significant difference in the 2020/21 cohort.



## 1.9 Social Value Commitment

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

## 1.10 Critical Review

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

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

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

**Explorer Club Parents**

## Case Study

### Young Ranger Example by NYMNPA

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

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



## 2 Introduction

This report brings together five evaluations of two North York Moors National Park projects with young people and families. Evaluations took place from 2019 to 2023 during a period where there were 2 distinct groups of cohorts, according to 2 different funding streams:

- **Core funded cohorts:** Two pilot projects were undertaken to engage with young people and families in helping them to understand and care for the National Park. These core funded projects have continued.
- **Lottery funded cohorts:** A grant from the National Lottery Heritage Fund (NLHF) has enabled families and young people, for whom there are barriers in engaging with the National Park, to participate in the projects.

The aims were to:

1. Evaluate the social value of the lottery funded cohorts; and
2. Compare the results with core funded cohorts.

To achieve these, the evaluations all followed the same method but at different times, with different cohorts. This final report summarises all the evaluations and compares results.

This report does not recommend any actions. It is simply an account of the social value. Business planning, strategic and management processes should conclude what actions should be taken now the value of stakeholders' outcomes are known, the most important outcomes revealed and comparisons of cohorts observed.

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

**Young Ranger's Mum**

### 2.1 Report structure

#### **PART 1: Background and Scope**

Sections 2 to 5 provide background and scope for all the evaluations.

#### **PART 2: Baseline Study (2019)**

Sections 6 to 16 provide a detail description of the process and results for the baseline study (2019).

#### **PART 3: Evaluation of lottery funded cohorts**

Sections 17 to 21 provide the results of the annual monitoring in 2021, 2022 and 2023 of lottery funded cohorts, and a total for all 3 years, using the same process described in Part 2.

#### **PART 4: Evaluation of core funded cohort (2023)**

Sections 22 to 23 provide the results for the 2022/23 core funded cohort, using the same process described in Part 2.

#### **PART 5: Final Evaluation - Contrasts**

Finally, sections 24 to **Error! Reference source not found.** conclude some comparisons across all the evaluations.

## **2.2 North York Moors National Park**

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

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

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

The North York Moors National Park Authority's Outdoor learning Team works with educational providers, families and young people within and outside of the National Park to:

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

Two pilot projects were undertaken to engage with young people and families in helping them to understand and care for the National Park. These core funded projects have continued.

A grant from the National Lottery Heritage Fund (NLHF) has enabled families and young people, for whom there are barriers in engaging with the National Park, to participate in the projects. Participants have also received microgrants on their graduation enabling them to either continue their volunteering with the National Park, within their own communities or continue their nature discovery as a family.

The schemes are open to all and they enable participants to become “ambassadors”, to help promote the special qualities of the North York Moors National Park.

## PART 1: Background and Scope

### 3 Scope

The analysis covered multiple activities, cohorts and years

#### 3.1 Activities

##### 3.1.1 Explorer Club

This is a club for families to engage in environmental play and to undertake conservation tasks in the National Park. They sign up for 6 monthly sessions with the Family Engagement Co-ordinator. The children are usually aged between the ages of 4-11 although, to keep the family units complete, younger and older siblings are welcome to take part. During each session the families undertake a conservation task e.g. cross drain clearing, hedgerow cutting, meadow raking or bracken bashing followed by some environmental play/exploration activities e.g. natural art, stone towers or raft making. During their 6 month journeys the children complete homework to gather evidence for gaining a John Muir Discovery Award, which is presented at the end of their time. Due to the impacts of Covid from the outset of the NLH funded project these monthly sessions had to be reduced to 5 from the original 6.

Once graduated the families can continue their volunteer journey by joining the Explorer Volunteers group, where they are encouraged to volunteer at least twice a year, although many families attend more regularly.

##### 3.1.2 Young Rangers

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

#### 3.2 Cohorts

For both Explorers Club and Young Rangers, cohorts we delivered separately and evaluated separately according to funding:

- Core funded cohorts (including pilots)
- NLHF funded cohorts



### 3.3 Activity Duration

The evaluation covers cohorts from September 2016 to August 2023. Data was collected, evaluated and reported for the following periods:

	Year	Cohort(s)	Start	End
<b>Baseline</b>	2019	Core	Sep 16	Jun 19
	2020	<i>Activities and evaluation limited by covid</i>		
<b>Annual monitoring</b>	2020/21	Lottery	Mar 20	Aug 21
<b>Annual monitoring</b>	2021/22	Lottery	Sep 21	Aug 22
<b>Final Evaluation</b>	2022/23	Core and Lottery	Jul 22	Jun 23

### 3.4 Funding and Inputs

In each period, the resources required to deliver the activities were analysed and valued, included:

- Explorer Parents, Carers travel
- Young Ranger’s Parents, Carers travel
- Volunteer’s time and travel
- Funding for core cohorts (NYMPA (Core Funding (DEFRA)))
- NLHF funding lottery cohorts

*She’s more independent. Packs her own bag up for trips, makes her own decisions. Plans and organises herself. The knock-on effect is I get on better with her. I can rely on her. Respect her*

**Young Ranger Parent**

## 4 Aims

The North York Moors National Park Authority wished to evaluate the projects to assess their impact. Evaluation of the pilots enabled a baseline to be set and a clear framework for continuing to measure the impact of further cohorts for comparison.

**Specially, the aims were to:**

- 1. Evaluate the social value of the lottery funded cohorts; and**
- 2. Compare the results with core funded cohorts.**

### 4.1 Evaluation Objectives

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

The evaluation was then repeated annually on selected cohorts, and on all cohorts in the final year (as summarised in the table above).

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

The analysis explored equally:

- planned and unplanned outcomes
- positive and negatives outcomes

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

## 4.2 Social Value Certificate

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

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

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

**Young Ranger's Dad**

## 5 Method

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

### 5.1 About SROI

Every day our actions and activities create and destroy value; they change the world around us. Although the value we create goes far beyond what can be captured in financial terms, this is, for the most part, the only type of value that is measured and accounted for. As a result, things with financial value take on a greater significance and many important things get left out. Decisions made

like this may not be as good as they could be as they are based on incomplete information about full impacts.

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

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

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

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

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

## 5.2 Being Transparent

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

## PART 2: Baseline Study (2019)

### 6 Scope

The Baseline Study covered pilots of the Explorers Club and Young Rangers that were delivered with cohorts from Sep 16 to Jun 19. The pilots were core funded.



### 7 Stakeholder Analysis

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

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

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

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

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

## 7.1 Population

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

Families were defined as included parent, carers and grandparents. For Explorer Club, those who attended were included. For Young Rangers, those who brought Young Rangers to sessions were included. The wider benefit to family members who did not attend or bring children and young people to events was not included.

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

## 7.2 Profiling

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

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

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

**Young Ranger's Mum**

# 8 Outcomes Consultation

## 8.1 Consultation Samples

A sample frame aimed to consult people in as many of the profile permutations as possible. 1-to-1 interviews and focus groups were undertaken by the North York Moors National Park Authority staff and volunteers during March and April 2019.

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

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

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

No material negative outcomes were identified in the qualitative consultation.

## 8.2 Participant feedback

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



## 9 Literature Review

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

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

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

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

### 9.1 Environmental Education

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

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

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

### 9.2 Outdoor Recreation

There is a strong body of evidence on the benefits of outdoor recreation (including volunteering). Literature reviews of outdoor recreation as a potential lever for Health Improvement (Mackintosh, 2016) and The Economic, Health and Social Value of Outdoor Recreation (Reconomics Plus, 2017)

show that outdoor recreation carries significant emotional, mental, and physical benefits, regardless of level, type, duration or intensity, with nature; creating feelings of happiness emotional wellbeing, mental as well as physical fitness, self-esteem, a reduction of mental stress, mindfulness and calm, a decreased risk of mental illness, less frustration and greater work satisfaction.

### 9.3 Volunteering

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

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



## 10 Understanding Outcomes

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

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

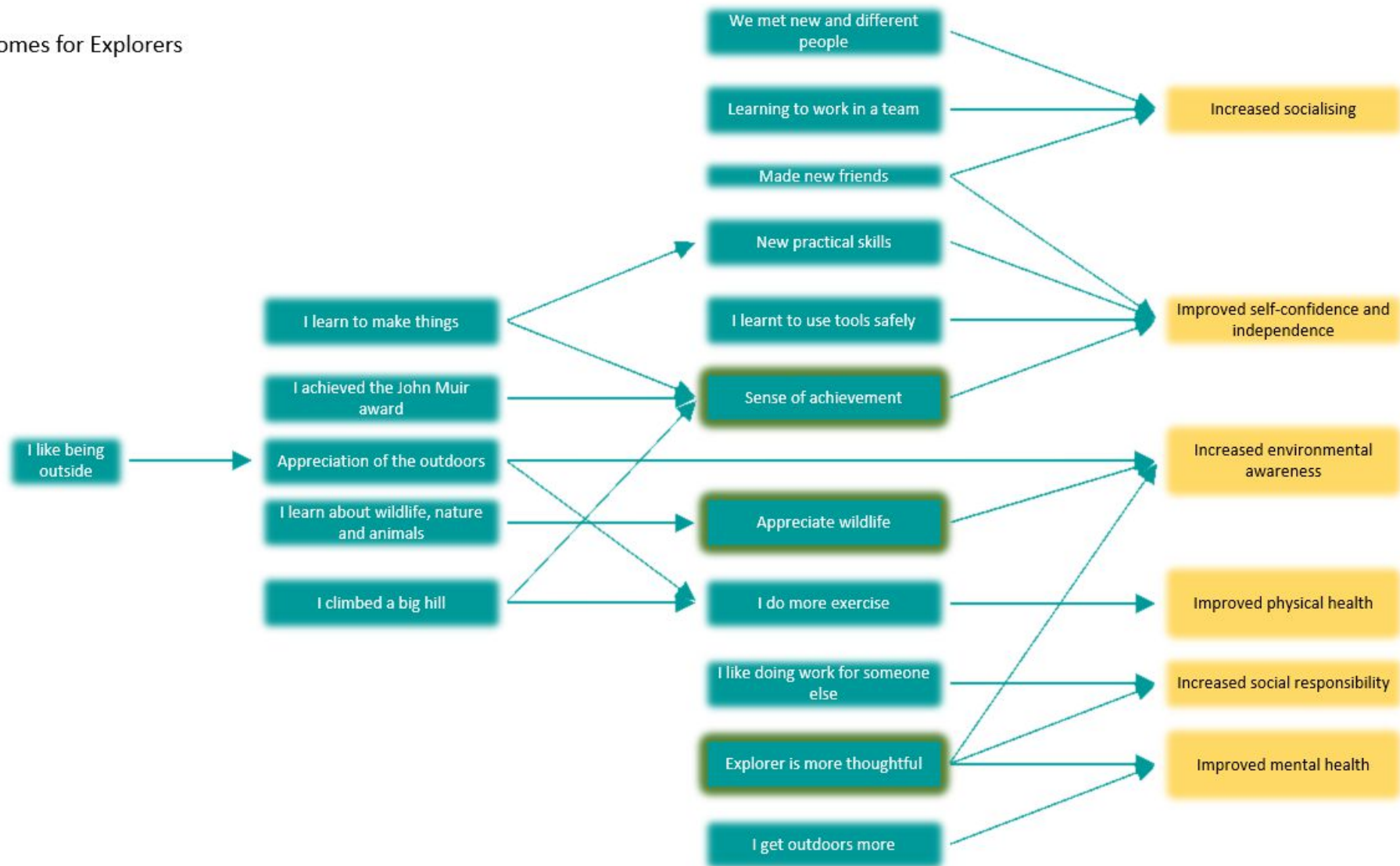
All the reported changes were analysed to understand dependant outcomes. It was important to understand which outcomes are dependent on each other and which are independent. If this was not done, double counting and over claiming occurs in the quantitative stage. The resulting Evaluation of Change presents independent outcomes, expressed in chains of events, that demonstrate changes in people's lives. (This includes some description of change from participants that are indicators of change rather than outcomes).

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

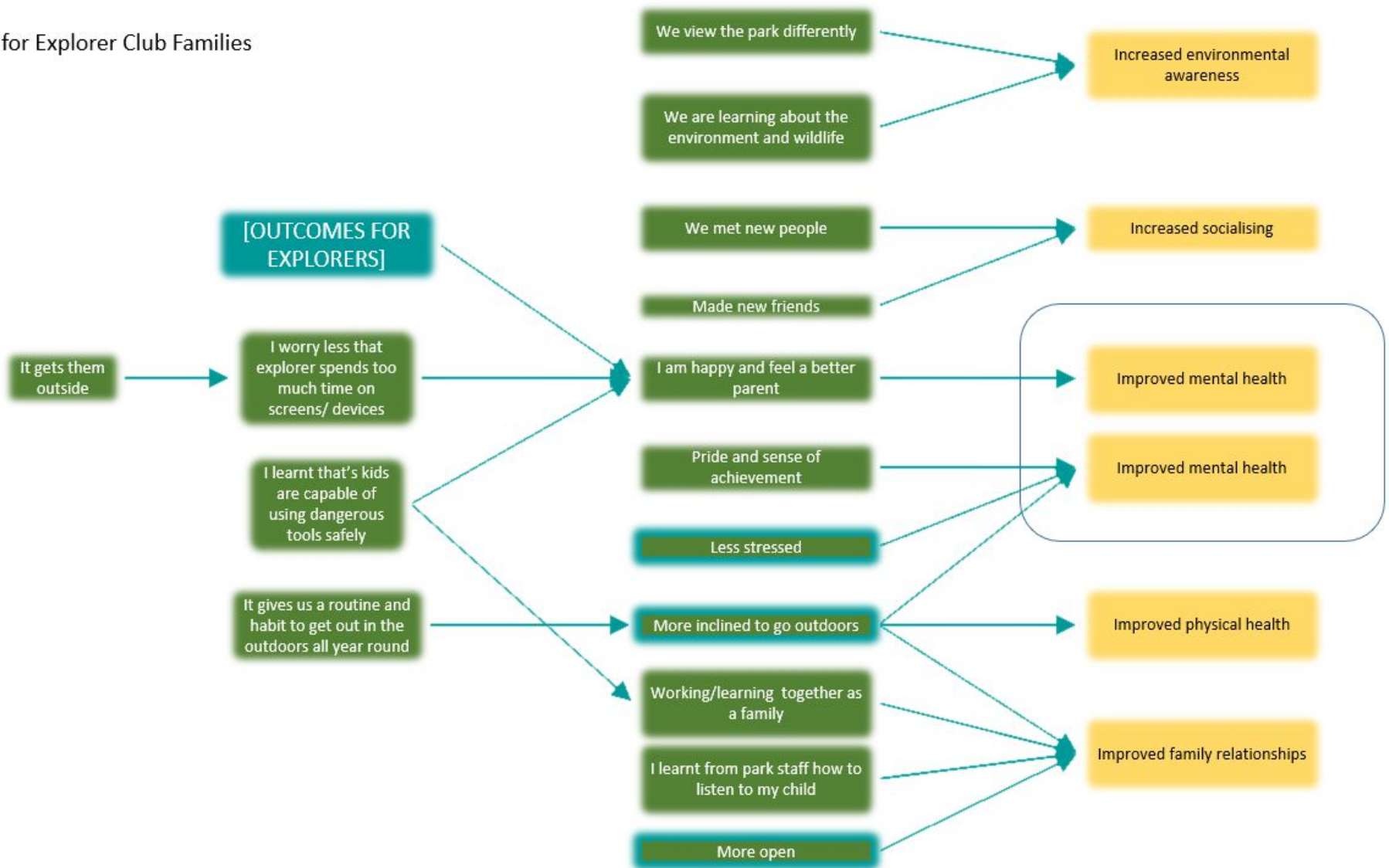
(It was implicit, therefore, that they are describing the change from previously not being involved in Explorer Club / Young Rangers and some were describing the change over a number of years, as opposed to a change in the last year).



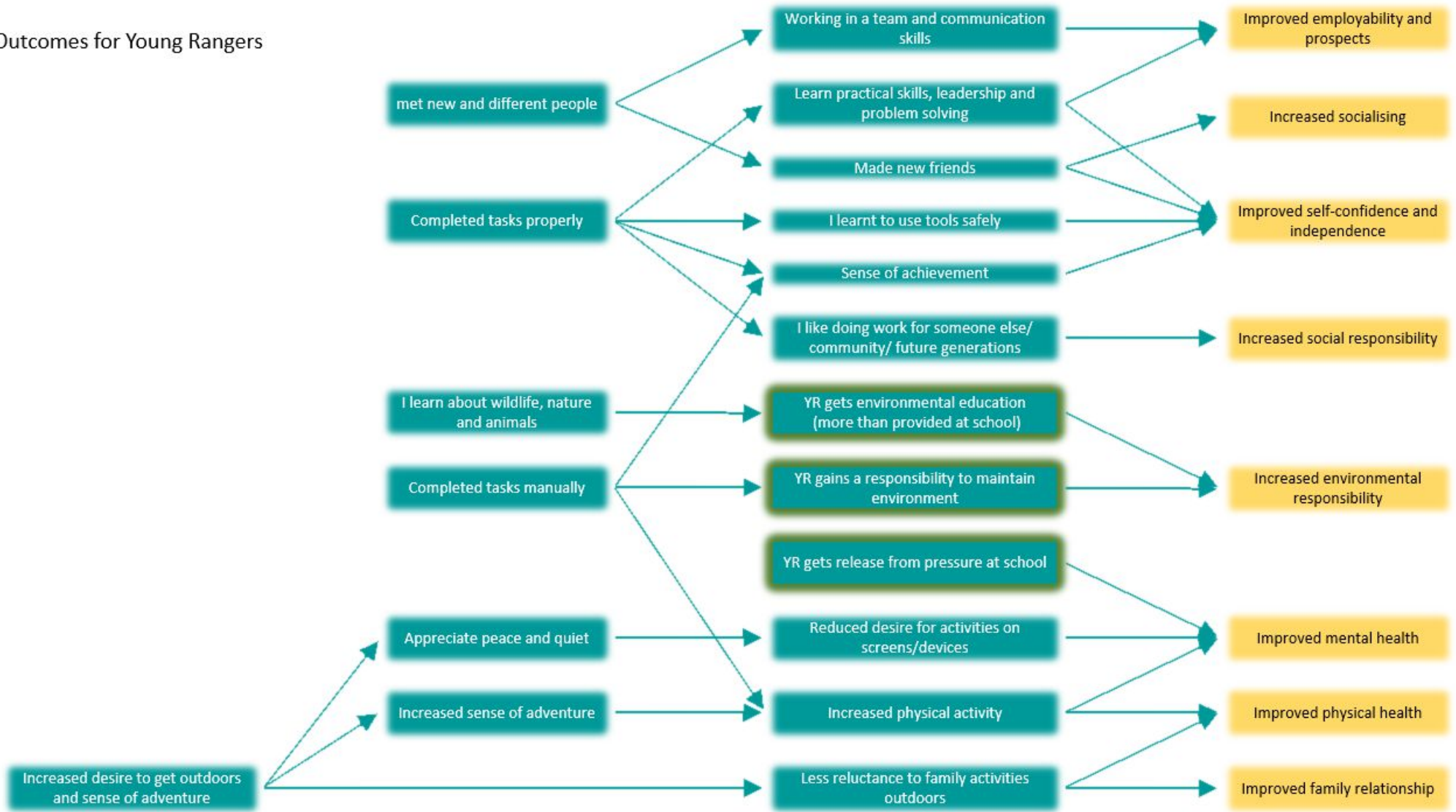
## Outcomes for Explorers



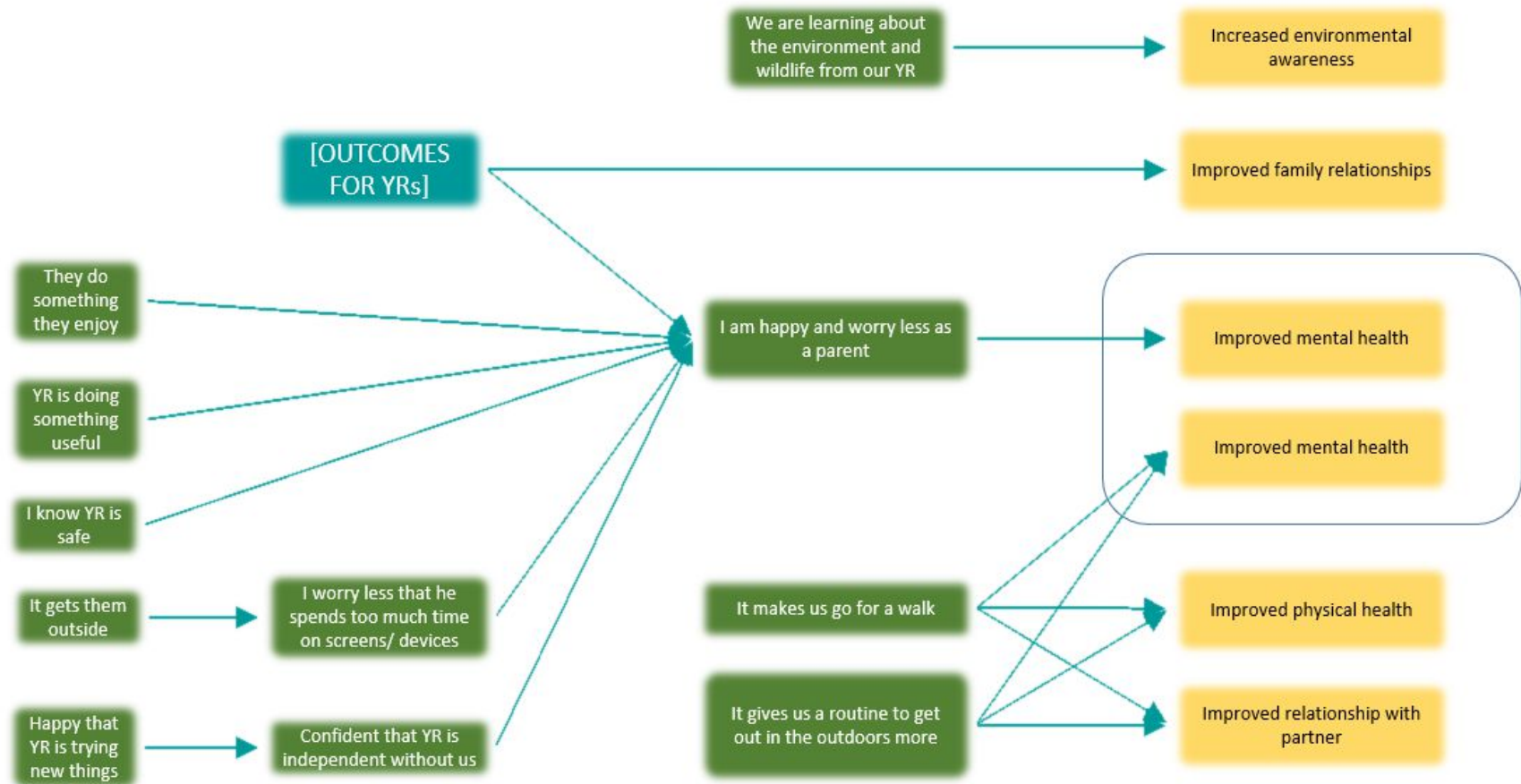
## Outcomes for Explorer Club Families



## Outcomes for Young Rangers



## Outcomes for Young Ranger Families



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

## 11 Deciding what to Measure

Having reviewed the outcomes found, it was confirmed not to define outcomes according to funders or investors priorities, but to use these definitions from the outcome consultation.

### 11.1 Developing a Value Model

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

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

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

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

- a. The model will show the outcome quantities and values for a year of delivery of each pilot. Within this data we also aim to:
  - i. Show any differences by sub groups (gender, activity, age, etc)
  - ii. Test how many people are gaining outcomes and how many are, rather, maintaining outcomes in any year.
  
- b. 4 survey instruments for these objectives were designed for each stakeholder group, as follows:

	Explorers	Explorer Club Families	Young Ranger	Young Ranger Families
Consent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Outcomes for Children/Young People	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Magnitude of change	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Duration of Outcomes		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Value of Outcomes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Causality of Outcomes		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gender	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Age	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ethnicity		<input type="radio"/>		<input type="radio"/>
Education		<input type="radio"/>		<input type="radio"/>
Employment		<input type="radio"/>		<input type="radio"/>
Household Composition		<input type="radio"/>		<input type="radio"/>
Participation level		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Outcomes for Families		<input type="radio"/>		<input type="radio"/>
Magnitude of change		<input type="radio"/>		<input type="radio"/>
Duration of Outcomes		<input type="radio"/>		<input type="radio"/>
Value of Outcomes		<input type="radio"/>		<input type="radio"/>
Causality of Outcomes		<input type="radio"/>		<input type="radio"/>



## 11.2 Defining Outcomes to Measure

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

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

Outcomes for Explorer Families survey	
<b>The Explorer Club (including the Explorer Volunteers) has increased my child's socialising;</b>	because they have met new people, made new friends and/or learnt to work in a team
<b>My child is more confident and independent as a result of the Explorer Club (including the Explorer Volunteers);</b>	because they made new friends, learnt new skills, completed tasks and/or used tools safely.
<b>The Explorer Club (including the Explorer Volunteers) has made my child more environmentally aware;</b>	because they have learnt about the outdoors and nature and /or appreciate it more
<b>The Explorer Club (including the Explorer Volunteers) has made my child more socially responsible;</b>	because they have completed tasks for the benefit of others and /or enjoyed doing things for other people
<b>My child is physically healthier as a result of the Explorer Club (including the Explorer Volunteers);</b>	because it made us get outdoors more and/or exercise more
<b>My child's mental health has improved as a result of the Explorer Club (including the Explorer Volunteers);</b>	because they get outdoors more, spend less time on screens/devices and/or because of the cumulative effect of some of these other things
<b>The Explorer Club (including the Explorer Volunteers) has increased my socialising;</b>	because I have met new people, made new friends and/or worked in a team
<b>The Explorer Club (including the Explorer Volunteers) has made me more environmentally aware;</b>	because I have learnt about the environment and/or I view the National Park differently
<b>I am physically healthier as a result of the Explorer Club (including the Explorer Volunteers);</b>	because it makes us more inclined to exercise outdoors and/or because it has given us a routine to get out in the outdoors all year round
<b>I am happier and feel like a better parent/guardian;</b>	because of the changes to my child/ren as a result of the Explorer Club (including the Explorer Volunteers)
<b>The Explorer Club (including the Explorer Volunteers) has improved my mental health;</b>	because it gets me out, I am less stressed and/or it gives me a sense of achievement
<b>My family relationships have improved as a result of the Explorer Club (including the Explorer Volunteers);</b>	because we worked together as a family and/or it helped me communicate with my child/ren better



### Outcomes for Young Ranger survey

**Young Rangers has improved my employability and prospects;** because it improved my team working and communication skills and/or I learnt practical skills, leadership and problem solving

**Young Rangers has increased my socialising;** because I met new and different people and made new friends

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

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

**I am more socially responsible as a result of Young Rangers;** because it made me think about doing things for other people, the community and future generations

**Young Rangers has improved my physical health;** because I completed tasks manually; got out more; and/or I am more inclined to go out and exercise with my family now

**Young Rangers has improved my mental health;** because I feel less stressed after a session; I worry less about schoolwork/exams; and/or it reduces my desire for activities on screens/devices

**My family relationships have improved as a result of Young Rangers;** because I am more inclined to go out and exercise with my family now

### Outcomes for Young Ranger Families survey

**Young Rangers has improved my child's employability and prospects;** because it improved their team working and communication skills and/or practical skills, leadership and problem solving

**Young Rangers has increased my child's socialising;** because they met new and different people and made new friends

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

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

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

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

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

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

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

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

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

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

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

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

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

## 12 Developing a Value Map

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

### 12.1 Choosing data and indicators

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

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

### 12.2 Indicators

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

### 12.3 Responses

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

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

### 12.4 Modelling quantities of outcomes

Outcomes were measured and valued with primary data from participants.

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

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

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

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

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

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

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

**Young Ranger's Mum**

## 12.5 Value of Outcomes

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

This is not always practiced in cost benefit analysis. However, Government guidance recommends that this is done. The Social Value Act (Public Services (Social Value) Act 2012), requires

consideration of social value. HM Treasury guidance on cost benefit analysis also recommends that this was done (The Green Book).

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

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



### 12.5.1 Relative Valuation

The priority order of outcomes, according to value, for participants is shown in the following tables. (These are the mean values for one outcome, according to participants).

The relative importance of outcomes was established through a weighting question.

Participants were asked how important each outcome was to them, for example:

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

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

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

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

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

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

### 12.5.2 Monetary Valuation

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

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

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

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

The Social Value Bank is based on a statistical analysis of life satisfaction data from the British Household Panel Survey, Understanding Society and the Crime Survey for England and Wales under licence by the Economic and Social Data Service (ESDS). The analysis uses the Wellbeing Valuation technique (Daniel Fujiwara R. C., July 2011). The values in the Social Value Bank are based on work presented in the following publications: (Lizzie Trotter J. V., March 2014) (Lizzie Trotter J. V., May 2015) (Daniel Fujiwara, September 2015).

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

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

- the consistency of the monetary value references used enables comparison across stakeholder groups without any risk of source or method bias; and

- the calculation of a social return on the investment provides a baseline to improve on if the method is repeated.

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

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

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

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



## 12.6 Duration of Outcomes

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

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

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

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

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

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

## 12.7 Causality of Outcomes

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

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

Different deadweight and attribution was observed associated with each outcome: for example, most participants felt that their physical health change was only 50% down to Explorer Club and Young Rangers; whilst the improved environmental awareness was largely all down to Explorer Club

and Young Rangers. Notably, participants of the Explorer Club (Explorers and their families) thought the increased socialising was all down to Explorer Club and would not have happened anyway.

## 13 Total Value by Group

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

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

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

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

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

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



## Case Study

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

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

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



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

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



## 14 Participant Profile

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

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

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

### 14.1.1 Gender

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

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

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

### 14.1.2 Age

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

### 14.1.3 Ethnicity

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

### 14.1.4 Household Composition

2 Explorer families, 11% of the Explorer sample, described themselves as single parent families. They did not put a significantly different total value on their outcomes to others; so this does not appear to be material.

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

#### 14.1.5 Employment status and Educational Background

There was a mix of employments and educational backgrounds amongst households (families).

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

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

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

Educational background made no significant difference to the total value respondents put on their outcomes, or the specific outcome of increased environmental awareness (which was the most important outcome to all stakeholders).

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

## 15 Total Value

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

Stakeholder	Outcome	Value
Explorers	Increased environmental awareness	£45,090
Young Ranger Parents, Carers and Grand Parents	Increased environmental awareness	£31,308
Young Rangers	Improved self-confidence and independence	£28,865
Explorers	Improved self-confidence and independence	£26,011
Young Rangers	Increased social responsibility	£25,334
Young Rangers	Increased environmental responsibility	£24,932
Explorers	Increased socialising	£21,770
Explorer Parents, Carers and Grand Parents	Improved family relationships	£19,016
Young Rangers	Increased socialising	£18,684
Explorer Parents, Carers and Grand Parents	Increased environmental awareness	£17,570
Explorers	Increased social responsibility	£14,088
Explorers	Improved mental health	£13,644
Young Ranger Parents, Carers and Grand Parents	Improved mental health (better parent)	£12,847
Explorer Parents, Carers and Grand Parents	Improved mental health (better parent)	£9,850
Explorers	Improved physical health	£8,043
Explorer Parents, Carers and Grand Parents	Improved mental health (getting outdoors)	£7,624
Young Rangers	Improved employability and prospects	£7,544
Young Ranger Parents, Carers and Grand Parents	Improved family relationships	£6,835
Young Rangers	Improved mental health	£6,627
Young Rangers	Improved physical health	£5,523
Young Ranger Parents, Carers and Grand Parents	Improved mental health (getting outdoors)	£5,362
Explorer Parents, Carers and Grand Parents	Improved physical health	£5,061
Explorer Parents, Carers and Grand Parents	Increased socialising	£3,358
Young Rangers	Improved family relationships	£1,980
Young Ranger Parents, Carers and Grand Parents	Improved physical health	£1,341
Young Ranger Parents, Carers and Grand Parents	Improved relationship with partner	£0
	<b>Total</b>	<b>£368,306</b>

### 15.1 Aggregating Outcomes

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

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

## 16 Social Return

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

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

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

Total investment	£60,642
Value for Explorers	<b>£128,645*</b>
Value for Explorer Families	<b>£62,479*</b>
Value for Young Rangers	<b>£119,489*</b>
Value for Young Ranger Families	<b>£57,693*</b>
<b>Total Value</b>	<b>£368,306*</b>
Social Return on Investment	6.07

*\*after discounting*



## PART 3: Evaluation of Lottery Funded Cohorts

*I've learnt not to give up. I see the purpose.*

**Young Ranger**

### 17 Scope

Annual evaluation, against the baseline of core funded pilot cohorts, was carried out for the lottery funded cohorts of Explorers Club and Young Rangers for 3 years:

- Mar 20 - Aug 21
- Sep 21 - Aug 22
- Jul 22 - Jun 23

The same process, as described above for the baseline, was carried out each year. Therefore, the details of the process are not repeated in this part of the report, the narrative is limited and this part is mostly tables of results for each year.

#### 17.1 Covid

Between the baseline study in 2019 and the first year of annual evaluations (evaluated in 2021), the UK was in the grip of the covid pandemic and experienced lock downs. During this period Explorers Club and Young Rangers activities were limited to online activity and activity packs by post.

Although the first lottery funded cohorts technically started in March 2020, this coincided with the first and biggest lockdown in the UK and, therefore, there is a gap in activities and evaluation during 2020 due to the covid pandemic.

#### 17.2 Understanding Outcomes

Outcomes were assumed to be the same as the baseline study for the first 2 years of evaluation of lottery funded cohorts (see section 10).

However, for the final year, as part of the final evaluation, outcomes consultation was repeated to check for any additional outcomes. Additional outcomes that should be measured and evaluated in the surveys could have occurred due to time, differences between the core and lottery cohorts, or different experiences post-covid. The process of outcomes consultation (see section 8) was repeated for both core and lottery cohorts.

At 2 events, and by phone interviews, a researcher from [morethanoutputs](#) interviewed a mix of 40 individuals. The focus of the sampling was on lottery cohorts, to see if they were experiencing different outcomes from the core cohorts interviewed for the baseline study. But where there were opportunities to consult individuals from core cohorts too, they were included.

Outcomes consultation sample	
Explorers core	0
Explorers lottery	9
Explorers parents core	2
Explorers parents lottery	7
Young Rangers core cohorts	2
Young Rangers Lottery cohorts	9
Young Rangers Parents core cohorts	0
Young Rangers Parents Lottery cohorts	11
<b>Total</b>	<b>40</b>

The consultation found no additional outcomes; but confirmed the outcomes in the baseline study.

### 17.3 Method Consistencies

Where elements of the analysis, evaluation and results differ from the baseline, they are summarised in this part of the report.

However, many elements were deliberately fixed for consistency and comparison. The following were the same as in the baseline study:

- Stakeholders (see section 7 Stakeholder Analysis)
- Outcomes (after confirmation, as above)
- Survey Instrument and Modelling (see section 11.1 Developing a Value Model)
- Outcome Indicators (see section 12.2 Indicators)
- Valuation Technique (see section 12.5 Value of Outcomes)

*It's a different way of learning. Hands on... She's chatting to friends about it, recognises things. Retaining and teaching us. We do them as a family. She's so positive and confident to do it*

**Young Ranger and her Mum**

## 18 Results for 2020/21 lottery funded cohorts

### 18.1 Population and Profiling

This cohort was made up as follows:

Explorers	21
Explorers Parents, Carers and Grand Parents	12
Young Rangers	33
Young Rangers Parents, Carers and Grand Parents	47
<b>Total</b>	<b>113</b>

Female	59%
BAME (Household)*	0%
Single Parent	42%
Lower Education (not Higher Education)	66%
Unemployed	70%

\* All respondents reported 'white'

### 18.2 Inputs

The resources required to deliver the activities were analysed and valued. As well as the project costs, inputs from volunteers and parents were also included and valued.

Inputs	
Project Co-ordinator salary	£13,141
Explorer Club Leader salary	£12,474
Young Ranger Salary	£8,912
Recruitment	£1,661
Training for staff	£615
Travel expenses for staff	£1,624
Travel and expenses for volunteers	£58
(includes cost of new vehicle) 16104 over 3 yrs	£5,939
Other participant costs (first aid, meal vouchers, participants travel costs i.e. coaches)	£3,353
Equipment and materials	£2,369
Microgrants for participants once graduated	£1,079
Explorers Parents estimated mileage	£2,916
Young Rangers estimated mileage	£6,703
Volunteer time (Explorers)	£1,970
Volunteer mileage (unclaimed) (Explorers)	£720
Volunteer time (Young Rangers)	£2,644
Volunteer mileage (unclaimed) (Young Rangers)	£966
<b>Total</b>	<b>£67,144</b>



## 18.3 Survey Responses

Within the population of this cohort (above), a 36% response rate was achieved to the survey:

Explorers	9
Explorers Parents, Carers and Grand Parents	8
Young Rangers	13
Young Rangers Parents, Carers and Grand Parents	11
<b>Total</b>	<b>41</b>

## 18.4 Quantity of outcomes

The frequency of outcomes shows how many people achieved each outcome.

	Explorers	Explorers Families	Young Rangers	Young Rangers Families	Total
<b>Increased environmental awareness/ responsibility</b>	21	10	30	25	<b>86</b>
Improved mental health	18	16	25	76	<b>135</b>
Increased social responsibility	16		27		<b>43</b>
Improved self-confidence and independence	18		27		<b>45</b>
Improved family relationships		7	17	29	<b>53</b>
Improved physical health	21	10	20	21	<b>72</b>
Increased socialising	16	7	27		<b>50</b>
Improved employability and prospects			25		<b>25</b>
Improved relationship with partner				12	<b>12</b>

*Huge affect on my child (who has additional needs). He's embracing outdoors and nature more and has expanded his creativity. He talks more about it and with his sibling, about the things we've done. He didn't really engage before. It gives him a sense of pride and knowledge*

**Explorer parent**

## 18.5 Total value by group

Explorers	
Increased environmental awareness	£19,372
Improved self-confidence and independence	£11,142
Improved mental health	£7,636
Increased social responsibility	£7,008
Increased socialising	£4,414
Improved physical health	£9,423
<b>TOTAL</b>	<b>£58,995</b>
<i>value per Explorer</i>	<i>£2,809</i>

Explorers Parents, Carers and Grand Parents	
Increased environmental awareness	£10,076
Improved family relationships	£5,248
Improved mental health (better parent)	£4,695
Improved mental health (getting outdoors)	£3,118
Increased socialising	£2,586
Improved physical health	£4,545
<b>TOTAL</b>	<b>£30,267</b>
<i>value per Explorer Parent</i>	<i>£2,522</i>

Young Rangers	
Increased environmental responsibility	£42,141
Increased social responsibility	£41,185
Improved self-confidence and independence	£30,257
Increased socialising	£20,402
Improved employability and prospects	£16,305
Improved mental health	£19,184
Improved physical health	£16,208
Improved family relationships	£10,242
<b>TOTAL</b>	<b>£195,924</b>
<i>value per Young Ranger</i>	<i>£5,937</i>

Young Rangers Parents, Carers and Grand Parents	
Increased environmental awareness	£28,897
Improved family relationships	£29,183
Improved mental health (better parent)	£24,566
Improved mental health (getting outdoors)	£22,896
Improved physical health	£10,990
Improved relationship with partner	£6,157
<b>TOTAL</b>	<b>£122,688</b>
<i>value per Young Ranger Parent</i>	<i>£2,610</i>

## 18.6 Social Return

Total Value for Explorers	£58,995
Total Value for Explorers Parents, Carers and Grand Parents	£30,267
Total Value for Young Rangers	£195,924
Total Value for Young Rangers Parents, Carers and Grand Parents	£122,688
<b>Total Return</b>	<b>£407,874</b>
<b>Investment</b>	<b>£67,144</b>
<b>Return ratio</b>	<b>£6.07</b>

### Case Study

by NYMNPA

Poppy became a Young Ranger through the Lottery Heritage Funded project. When she started, she focused on the Leaders and not the task in hand. Poppy would be disruptive when not getting her own way. Often walking away from the group and Leaders or getting upset and not talk about her feelings. Poppy was not able to make new friendships and was often on the outside looking in. However, she still continued to attend Young Rangers regularly.



Through regular attendance on Young Ranger events and residentials Poppy has made a positive change in her behaviour. She now takes part in activities and is able to communicate with Leaders in a grown-up manner. She has made friendships and willingly gets stuck into activities that are presented to her.

## 19 Results for 2021/22 lottery funded cohorts

### 19.1 Population and Profiling

This cohort was made up as follows:

Explorers	24
Explorers Parents, Carers and Grand Parents	26
Young Rangers	45
Young Rangers Parents, Carers and Grand Parents	72
<b>Total</b>	<b>167</b>

Female	63%
BAME (Household)*	0%
Single Parent	18%
Lower Education (not Higher Education)	29%
Unemployed	31%

\* All respondents reported 'white'

### 19.2 Inputs

The resources required to deliver the activities were analysed and valued. As well as the project costs, inputs from volunteers and parents were also included and valued.

Inputs	
Project Co-ordinator salary	£7,802
Explorer Club Leader salary	£8,958
Young Ranger Salary	£5,437
Training for staff	£297
Training for volunteers	£121
Travel expenses for staff	£1,662
Travel and expenses for volunteers	£177
(includes cost of new vehicle) 16104 over 3 yrs	£5,939
Other participant costs (first aid, meal vouchers, participants travel costs i.e. coaches)	£6,296
Equipment and materials	£1,497
Microgrants for participants once graduated	£2,236
Professional fees (SROI, interpreters)	£300
Explorers Parents estimated mileage	£2,916
Young Rangers estimated mileage	£6,703
Volunteer time (Explorers)	£1,970
Volunteer mileage (unclaimed) (Explorers)	£720
Volunteer time (Young Rangers)	£2,644
Volunteer mileage (unclaimed) (Young Rangers)	£966
<b>Total</b>	<b>£56,642</b>

### 19.3 Survey Responses

Within the population of this cohort (above), a 39% response rate was achieved to the survey:

Explorers	8
Explorers Parents, Carers and Grand Parents	13
Young Rangers	22
Young Rangers Parents, Carers and Grand Parents	22
<b>Total</b>	<b>65</b>

### 19.4 Quantity of outcomes

The frequency of outcomes shows how many people achieved each outcome.

	Explorers	Explorers Families	Young Rangers	Young Rangers Families	Total
Increased environmental awareness/ responsibility	24	22	34	29	<b>109</b>
Improved mental health	24	41	17	62	<b>144</b>
Increased social responsibility	24		27		<b>51</b>
Improved self-confidence and independence	24		38		<b>62</b>
Improved family relationships		13	10	29	<b>52</b>
Improved physical health	21	13	10	22	<b>66</b>
Increased socialising	21	13	34		<b>68</b>
Improved employability and prospects			27		<b>27</b>
Improved relationship with partner				13	<b>13</b>

*She shares stuff with us. Remembers what she's done, tells her brothers and sisters and me. I'm proud of what she's done. She's more sensible, confident and independent. Goes out with her friends*

**Young Ranger parents**

## 19.5 Total value by group

Explorers	
Increased environmental awareness	£20,247
Improved self-confidence and independence	£14,086
Improved mental health	£11,096
Increased social responsibility	£14,108
Increased socialising	£8,219
Improved physical health	£11,365
<b>TOTAL</b>	<b>£79,120</b>
<i>value per Explorer</i>	<i>£3,297</i>

Explorers Parents, Carers and Grand Parents	
Increased environmental awareness	£12,114
Improved family relationships	£4,677
Improved mental health (better parent)	£6,587
Improved mental health (getting outdoors)	£7,052
Increased socialising	£4,967
Improved physical health	£5,298
<b>TOTAL</b>	<b>£40,696</b>
<i>value per Explorer Parent</i>	<i>£1,565</i>

Young Rangers	
Increased environmental responsibility	£58,797
Increased social responsibility	£33,351
Improved self-confidence and independence	£44,359
Increased socialising	£25,630
Improved employability and prospects	£13,704
Improved mental health	£15,462
Improved physical health	£7,772
Improved family relationships	£11,486
<b>TOTAL</b>	<b>£210,561</b>
<i>value per Young Ranger</i>	<i>£4,679</i>

Young Rangers Parents, Carers and Grand Parents	
Increased environmental awareness	£42,140
Improved family relationships	£31,777
Improved mental health (better parent)	£22,222
Improved mental health (getting outdoors)	£15,790
Improved physical health	£15,677
Improved relationship with partner	£11,117
<b>TOTAL</b>	<b>£138,723</b>
<i>value per Young Ranger Parent</i>	<i>£1,927</i>

## 19.6 Social Return

Total Value for Explorers	£79,120
Total Value for Explorers Parents, Carers and Grand Parents	£40,696
Total Value for Young Rangers	£210,561
Total Value for Young Rangers Parents, Carers and Grand Parents	£138,723
<b>Total Return</b>	<b>£469,099</b>
<b>Investment</b>	<b>£56,642</b>
<b>Return ratio</b>	<b>£8.28</b>



## 20 Results for 2022/23 lottery funded cohorts

*Explorers gives us new things to talk about and I get to be the best Mum ever. It makes me feel appreciated and makes me happy when they're happy*

**Explorer Mum**

### 20.1 Population and Profiling

This cohort was made up as follows:

Explorers	47
Explorers Parents, Carers and Grand Parents	34
Young Rangers	28
Young Rangers Parents, Carers and Grand Parents	34
<b>Total</b>	<b>143</b>

Female	53%
BAME (Household)	7%
Single Parent	37%
Lower Education (not Higher Education)	16%
Unemployed	28%

### 20.2 Inputs

The resources required to deliver the activities were analysed and valued. As well as the project costs, inputs from volunteers and parents were also included and valued.

Inputs	
Staff salaries	£30,698
Training for volunteers	£504
Travel expenses for staff	£2,222
Travel and expenses for volunteers	£129
(includes cost of new vehicle) 16104 over 3 yrs	£5,939
Other participant costs (first aid, meal vouchers, participants travel costs i.e. coaches)	£9,962
Equipment and materials	£1,684
Microgrants for participants once graduated	£3,685
Explorers Parents estimated mileage	£2,916
Young Rangers estimated mileage	£6,703
Volunteer time (Explorers)	£1,970
Volunteer mileage (unclaimed) (Explorers)	£720
Volunteer time (Young Rangers)	£2,644
Volunteer mileage (unclaimed) (Young Rangers)	£966
<b>Total</b>	<b>£70,743</b>



## 20.3 Survey Responses

Within the population of this cohort (above), a 53% response rate was achieved to the survey:

Explorers	12
Explorers Parents, Carers and Grand Parents	17
Young Rangers	22
Young Rangers Parents, Carers and Grand Parents	25
<b>Total</b>	<b>76</b>

## 20.4 Quantity of outcomes

The frequency of outcomes shows how many people achieved each outcome.

	Explorers	Explorers Families	Young Rangers	Young Rangers Families	Total
Increased environmental awareness/ responsibility	43	23	20	24	<b>111</b>
Improved mental health	43	46	13	38	<b>140</b>
Increased social responsibility	20		18		<b>37</b>
Improved self-confidence and independence	27		18		<b>45</b>
Improved family relationships		17	5	19	<b>41</b>
Improved physical health	16	15	15	11	<b>57</b>
Increased socialising	35	19	19		<b>73</b>
Improved employability and prospects			19		<b>19</b>
Improved relationship with partner				8	<b>8</b>

*It's provided the building blocks. More social contact; being outdoors; being able to do things; understanding complex issues. She's more confident and independent and more open with adults. She has a different approach to problem solving and doesn't give up*

**Young Ranger parent**

## 20.5 Total value by group

Explorers	
Increased environmental awareness	£37,346
Improved self-confidence and independence	£11,130
Improved mental health	£10,915
Increased social responsibility	£12,420
Increased socialising	£9,635
Improved physical health	£2,944
<b>TOTAL</b>	<b>£84,391</b>
<i>value per Explorer</i>	<i>£1,722</i>

Explorers Parents, Carers and Grand Parents	
Increased environmental awareness	£21,096
Improved family relationships	£11,507
Improved mental health (better parent)	£7,944
Improved mental health (getting outdoors)	£8,511
Increased socialising	£7,745
Improved physical health	£3,983
<b>TOTAL</b>	<b>£60,787</b>
<i>value per Explorer Parent</i>	<i>£1,559</i>

Young Rangers	
Increased environmental responsibility	£34,620
Increased social responsibility	£13,706
Improved self-confidence and independence	£17,385
Increased socialising	£10,684
Improved employability and prospects	£28,291
Improved mental health	£10,122
Improved physical health	£7,230
Improved family relationships	£4,338
<b>TOTAL</b>	<b>£126,375</b>
<i>value per Young Ranger</i>	<i>£4,077</i>

Young Rangers Parents, Carers and Grand Parents	
Increased environmental awareness	£15,683
Improved family relationships	£5,611
Improved mental health (better parent)	£19,104
Improved mental health (getting outdoors)	£1,870
Improved physical health	£935
Improved relationship with partner	£1,403
<b>TOTAL</b>	<b>£44,606</b>
<i>value per Young Ranger Parent</i>	<i>£1,088</i>

## 20.6 Social Return

Total Value for Explorers	£105,294
Total Value for Explorers Parents, Carers and Grand Parents	£51,574
Total Value for Young Rangers	£138,825
Total Value for Young Rangers Parents, Carers and Grand Parents	£78,097
<b>Total Return</b>	<b>£373,791</b>
<b>Investment</b>	<b>£70,743</b>
<b>Return ratio</b>	<b>£5.28</b>

### Case Study

by NYMNPA

Hazel became a Young Ranger through the National Lottery Heritage Funded project. When she started with the project she was quiet, often on her own and was reluctant to follow instructions. Regardless of Hazel's resistance to Leader instruction she still continued to attend Young Rangers regularly



Through regular attendance on Young Ranger events and residential Hazel has made a positive change in her behaviour. She now interacts with Leaders and other Young Rangers. She has made friendships and willingly speaks with Leaders about various subjects without prompting.

*'I understand a bit more about the outdoors and nature and that I have made some better friends. I feel pretty good'.*

## 21 Results for all years of Lottery Funded Cohorts

### 21.1 Profile

Each of the lottery funded cohorts had a different make up with education level of the household and employment varying widely from year to year.

Overall, these profiles suggest the sample represent low to medium income households, particularly in the 2020/21 cohort.

	2020/21	2021/22	2022/23	TOTAL
<b>Female</b>	59%	63%	53%	<b>58%</b>
BAME (Household)	0%	0%	7%	<b>2%</b>
Single Parent	42%	18%	37%	<b>32%</b>
Lower Education (not Higher Education)	66%	29%	16%	<b>37%</b>
Unemployed	70%	31%	28%	<b>43%</b>

### 21.2 Total Value

	2020/21	2021/22	2022/23	TOTAL
<b>Explorers</b>				
Increased environmental awareness	£19,372	£20,247	£36,480	£76,099
Improved self-confidence and independence	£11,142	£14,086	£14,692	£39,920
Improved mental health	£7,636	£11,096	£19,459	£38,191
Increased social responsibility	£7,008	£14,108	£14,447	£35,563
Increased socialising	£4,414	£8,219	£15,163	£27,796
Improved physical health	£9,423	£11,365	£5,054	£25,841
<b>TOTAL</b>	<b>£58,995</b>	<b>£79,120</b>	<b>£105,294</b>	<b>£243,410</b>
<i>value per Explorer</i>	<i>£2,809</i>	<i>£3,297</i>	<i>£2,240</i>	<i>£2,646</i>

<b>Explorers Parents, Carers and Grand Parents</b>				
	2020/21	2021/22	2022/23	TOTAL
Increased environmental awareness	£10,076	£12,114	£17,112	£39,302
Improved family relationships	£5,248	£4,677	£9,475	£19,399
Improved mental health (better parent)	£4,695	£6,587	£7,624	£18,906
Improved mental health (getting outdoors)	£3,118	£7,052	£7,008	£17,177
Increased socialising	£2,586	£4,967	£5,952	£13,505
Improved physical health	£4,545	£5,298	£4,403	£14,246
<b>TOTAL</b>	<b>£30,267</b>	<b>£40,696</b>	<b>£51,574</b>	<b>£122,536</b>
<i>value per Explorer Parent</i>	<i>£2,522</i>	<i>£1,565</i>	<i>£1,517</i>	<i>£1,702</i>

Young Rangers				
Increased environmental responsibility	£42,141	£58,797	£33,676	£134,614
Increased social responsibility	£41,185	£33,351	£25,157	£99,693
Improved self-confidence and independence	£30,257	£44,359	£18,933	£93,550
Increased socialising	£20,402	£25,630	£11,235	£57,267
Improved employability and prospects	£16,305	£13,704	£24,498	£54,506
Improved mental health	£19,184	£15,462	£7,814	£42,460
Improved physical health	£16,208	£7,772	£12,464	£36,444
Improved family relationships	£10,242	£11,486	£5,049	£26,777
<b>TOTAL</b>	<b>£195,924</b>	<b>£210,561</b>	<b>£138,825</b>	<b>£545,310</b>
<i>value per Young Ranger</i>	<i>£5,937</i>	<i>£4,679</i>	<i>£4,958</i>	<i>£5,144</i>

Young Rangers Parents, Carers and Grand Parents				
Increased environmental awareness	£28,897	£42,140	£26,794	£97,831
Improved family relationships	£29,183	£31,777	£14,962	£75,921
Improved mental health (better parent)	£24,566	£22,222	£12,762	£59,550
Improved mental health (getting outdoors)	£22,896	£15,790	£9,799	£48,485
Improved physical health	£10,990	£15,677	£6,142	£32,809
Improved relationship with partner	£6,157	£11,117	£7,638	£24,912
<b>TOTAL</b>	<b>£122,688</b>	<b>£138,723</b>	<b>£78,097</b>	<b>£339,508</b>
<i>value per Young Ranger Parent</i>	<i>£2,610</i>	<i>£1,927</i>	<i>£2,297</i>	<i>£2,219</i>

## 21.3 Aggregating Outcomes

### 21.3.1 Quantity of Outcomes

The frequency of outcomes shows how many people achieved each outcome.

	Explorers	Explorers Families	Young Rangers	Young Rangers Families	Total
Increased environmental awareness/ responsibility	88	55	84	78	<b>306</b>
Improved mental health	85	103	55	176	<b>419</b>
Increased social responsibility	60		72		<b>131</b>
Improved self-confidence and independence	69		83		<b>152</b>
Improved family relationships		37	32	77	<b>146</b>
Improved physical health	58	38	45	54	<b>195</b>
Increased socialising	72	39	80		<b>191</b>
Improved employability and prospects			71		<b>71</b>
Improved relationship with partner				33	<b>33</b>

### 21.3.2 Value of Outcomes

To compare with the baseline results for core cohorts (see section 15), aggregation across stakeholder groups showed the most important outcomes as follows.

	Explorers	Explorers Families	Young Rangers	Young Rangers Families	Total	
Increased environmental awareness/responsibility	£76,099	£39,302	£134,614	£97,831	<b>£347,847</b>	28%
Improved mental health	£38,191	£36,084	£42,460	£108,035	<b>£224,769</b>	18%
Increased social responsibility	£35,563		£99,693		<b>£135,255</b>	11%
Improved self-confidence and independence	£39,920		£93,550		<b>£133,470</b>	11%
Improved family relationships		£19,399	£26,777	£75,921	<b>£122,097</b>	10%
Improved physical health	£25,841	£14,246	£36,444	£32,809	<b>£109,340</b>	9%
Increased socialising	£27,796	£13,505	£57,267		<b>£98,568</b>	8%
Improved employability and prospects			£54,506		<b>£54,506</b>	4%
Improved relationship with partner				£24,912	<b>£24,912</b>	2%
					<b>£1,250,764</b>	

## 21.4 Social Return

	2020/21	2021/22	2022/23	Total
<b>Total Value for Explorers</b>	£58,995	£79,120	£105,294	<b>£243,410</b>
Total Value for Explorers Families	£30,267	£40,696	£51,574	<b>£122,536</b>
Total Value for Young Rangers	£195,924	£210,561	£138,825	<b>£545,310</b>
Total Value for Young Rangers Families	£122,688	£138,723	£78,097	<b>£339,508</b>
<b>Total Return</b>	<b>£407,874</b>	<b>£469,099</b>	<b>£373,791</b>	<b>£1,250,764</b>
<b>Investment</b>	<b>£67,144</b>	<b>£56,642</b>	<b>£70,743</b>	<b>£194,529</b>
<b>Return ratio</b>	<b>£6.07</b>	<b>£8.28</b>	<b>£5.28</b>	<b>£6.43</b>

## Case Study

by NYMNPA

Emma volunteered with The Lynx Project in Hemlington and came out with the second cohort of young rangers which were from the project. She attended with her eldest son and quickly established herself as an invaluable help. She also has a younger son with autism and she helped us to recruit a cohort of families for the Explorer Club. She attended that club along with her husband. Since then, her husband has also signed up as a volunteer for the Young Ranger scheme. The whole family now volunteers as both boys continue with young rangers and explorer volunteers and her husband has recently secured permanent employment.

## PART 4: Evaluation of core funded cohort (2023)

### 22 Scope

To enable further comparison of lottery funded cohorts, the annual evaluation in 2023, was also carried out for the core funded cohorts of Explorers Club and Young Rangers for Jul 22 - Aug 23.

The same process, as described above, was carried out. Therefore, the details of the process are not repeated in this part of the report.

#### 22.1 Understanding Outcomes

As part of the final evaluation, outcomes consultation was repeated to check for any additional outcomes. Additional outcomes that should be measured and evaluated in the surveys could have occurred due to time or different experiences post-covid. The process of outcomes consultation (see section 8) was repeated for both core and lottery cohorts.

At 2 events, and by phone interviews, a researcher from **morethanoutputs** interviewed a mix of 40 individuals. The focus of the sampling was on lottery cohorts, to see if they were experiencing different outcomes from the core cohorts interviewed for the baseline study. But where there were opportunities to consult individuals from core cohorts too, they were included.

Outcomes consultation sample	
Explorers core	0
Explorers lottery	9
Explorers parents core	2
Explorers parents lottery	7
Young Rangers core cohorts	2
Young Rangers Lottery cohorts	9
Young Rangers Parents core cohorts	0
Young Rangers Parents Lottery cohorts	11
<b>Total</b>	<b>40</b>

The consultation found no additional outcomes; but confirmed the outcomes in the baseline study.

#### 22.2 Method Consistencies

Where elements of the analysis, evaluation and results differ from the baseline, they are summarised in this part of the report. However, many elements were deliberately fixed for consistency and comparison. The following were the same as in the baseline study:

- Stakeholders (see section 7 Stakeholder Analysis)
- Survey Instrument and Modelling (see section 11.1 Developing a Value Model)
- Outcomes (after confirmation, as above)
- Outcome Indicators (see section 12.2 Indicators)
- Valuation Technique (see section 12.5 Value of Outcomes)

## 23 Results for 2023 core funded cohort

### 23.1 Population and Profiling

This cohort was made up as follows:

Explorers	49
Explorers Parents, Carers and Grand Parents	39
Young Rangers	31
Young Rangers Parents, Carers and Grand Parents	41
<b>Total</b>	<b>160</b>

Female	<b>40%</b>
BAME (Household)	<b>14%</b>
Single Parent	<b>17%</b>
Lower Education (not Higher Education)	<b>14%</b>
Unemployed	<b>14%</b>

### 23.2 Inputs

The resources required to deliver the activities were analysed and valued. As well as the project costs, inputs from volunteers and parents were also included and valued.

Inputs	
Staff salaries	£17,334
Travel expenses for staff	£1,031
Travel and expenses for volunteers	£436
Microgrants for participants once graduated	£1,000
Young Rangers estimated mileage	£1,173
Volunteer time (Explorers)	£1,965
<b>Total</b>	<b>£22,940</b>

### 23.3 Quantity of Outcomes

The frequency of outcomes shows how many people achieved each outcome.

	Explorers	Explorers Families	Young Rangers	Young Rangers Families	Total
Increased environmental awareness/ responsibility	42	32	21	14	<b>109</b>
Improved mental health	32	60	10	37	<b>137</b>
Increased social responsibility	18		6		<b>23</b>
Improved self-confidence and independence	28		16		<b>44</b>
Improved family relationships		28	4	7	<b>38</b>
Improved physical health	11	16	8	2	<b>37</b>
Increased socialising	42	23	17		<b>82</b>
Improved employability and prospects			17		<b>17</b>
Improved relationship with partner				2	<b>2</b>



## 23.4 Survey Responses

Within the population of this cohort (above), a 39% response rate was achieved to the survey:

Explorers	14
Explorers Parents, Carers and Grand Parents	18
Young Rangers	13
Young Rangers Parents, Carers and Grand Parents	18
<b>Total</b>	<b>63</b>

*He interacts with others more - Since going to Explorers and mixing with others, he's started kick boxing, lost weight and he's fitter.*

**Explorer Parent (Autistic Child)**

## 23.5 Value by group

Explorers	
Increased environmental awareness	£37,346
Improved self-confidence and independence	£11,130
Improved mental health	£10,915
Increased social responsibility	£12,420
Increased socialising	£9,635
Improved physical health	£2,944
<b>TOTAL</b>	<b>£84,391</b>
<i>value per Explorer</i>	<i>£1,722</i>

Explorers Parents, Carers and Grand Parents	
Increased environmental awareness	£21,096
Improved family relationships	£11,507
Improved mental health (better parent)	£7,944
Improved mental health (getting outdoors)	£8,511
Increased socialising	£7,745
Improved physical health	£3,983
<b>TOTAL</b>	<b>£60,787</b>
<i>value per Explorer Parent</i>	<i>£1,559</i>

Young Rangers	
Increased environmental responsibility	£34,620
Increased social responsibility	£13,706
Improved self-confidence and independence	£17,385
Increased socialising	£10,684
Improved employability and prospects	£28,291
Improved mental health	£10,122
Improved physical health	£7,230
Improved family relationships	£4,338
<b>TOTAL</b>	<b>£126,375</b>
<i>value per Young Ranger</i>	<i>£4,077</i>

Young Rangers Parents, Carers and Grand Parents	
Increased environmental awareness	£15,683
Improved family relationships	£5,611
Improved mental health (better parent)	£19,104
Improved mental health (getting outdoors)	£1,870
Improved physical health	£935
Improved relationship with partner	£1,403
<b>TOTAL</b>	<b>£44,606</b>
<i>value per Young Ranger Parent</i>	<i>£1,088</i>

## 23.6 Social Return

Total Value for Explorers	£84,391
Total Value for Explorers Parents, Carers and Grand Parents	£60,787
Total Value for Young Rangers	£126,375
Total Value for Young Rangers Parents, Carers and Grand Parents	£44,606
<b>Total Return</b>	<b>£316,158</b>
<b>Investment</b>	<b>£22,940</b>
<b>Return ratio</b>	<b>£13.78</b>

## PART 5: Final Evaluation - Contrasts

In this part of the report we compare the results of all the evaluations above.

Sample sizes in some groups are relatively small (around 30 young rangers in each cohort in 2023, and smaller survey responses in each group) so the absolute values are all within a range. Therefore, caution with some of the details and absolute values should be exercised. But the bigger the contrast that is observed between any 2 figures, the more confident we should be that it shows a significant difference.

It is also worth noting the (relatively minor) differences in the 2 evaluations of core funded activities (multiple cohorts up to 2019 and the 2023 cohort). This shows how a single snap shot, as a baseline, may not be representative when sample sizes are small. Comparisons between all core cohorts and all lottery funded cohorts are more reliable.

Data is also limited in some years - we do not have core and lottery for every year.

However, the following comparisons are meaningful to make.

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

## 24 Profile

### 24.1 Gender

In 2022/23 there were more females in lottery cohorts than core, but not a significant difference, and at 53% and 40% respectively, not too unrepresentative. This is an improvement on earlier years where there was a slight gender bias, with up to 67% of cohorts being female.

### 24.2 BAME

In 2022/23 there was double the proportion of BAME people represented in core cohorts (14%) than lottery (7%). Again, this is an improvement on earlier years where all survey respondents reported 'white'. (Again, the small sample size must be emphasised here. Also, the percentages represent those that did not answer 'white', therefore, including 1 family that answered 'prefer not to answer').

### 24.3 Household Composition

In the core funded cohorts, an average of 11% of households described themselves as a single parent household. The average for lottery funded cohorts was 3 times higher at 32%.

## 24.4 Employment Status and Educational Background

There was a mix of employments and educational backgrounds, amongst households (families), in all cohorts.

Similar to household composition, there was a 2 or 3 fold difference between core and lottery funded cohorts for employment and education backgrounds. In the core funded cohorts, an average of 15% of households responded that they had not reached Higher Education; compared with 37% for lottery funded cohorts. In the core funded cohorts, an average of 20% of households responded that they were unemployed compared with 43% for lottery funded cohorts.

Overall, these differences suggest lottery funded cohorts are lower income households, facing more barriers in engaging with the National Park, particularly in the 2020/21 cohort.

	2019	2020/21	2021/22	2022/23	2022/23
	Core	Lottery	Lottery	Core	Lottery
<b>Female</b>	67%	59%	63%	40%	53%
BAME (Household)	0%	0%	0%	14%	7%
Single Parent	6%	42%	18%	17%	37%
Lower Education (not Higher Education)	16%	66%	29%	14%	16%
Unemployed	26%	70%	31%	14%	28%

*At the residential I met people from all backgrounds. That's a great skill, dealing with people. Realising other people are different, but we all came together in a common interest.*

**Young Ranger**

## 25 Most Important Outcomes and Value

### 25.1 Most Important Outcomes

Outcomes across all groups were aggregated for core funded cohorts (see section 15.1) and lottery funded cohorts (see section 21.3).

Whilst there is some difference in the middle ranking outcomes, the most important outcomes were the same two, in the same order in all cohorts:

- 1<sup>st</sup> Increased environmental awareness/ responsibility
- 2<sup>nd</sup> Improved mental health

### 25.2 Value of Outcomes and Social Return

Lottery activities created more value overall, despite there being fewer people. There were 11% fewer lottery stakeholders than core in 2022/23 (160 core vs 143 lottery), however, the total value is

the other way round for 2022/23 – lottery activities created 18% more value than core (£316k core vs £374k lottery). There were fewer people in every group of the lottery cohort (Explorers, Explorers Parents, Carers and Grand Parents, Young Rangers and Young Rangers Parents, Carers and Grand Parents).

	2022/23 Core	2022/23 Lottery
Total Value for Explorers	£84,391	£105,294
Total Value for Explorers Parents, Carers and Grand Parents	£60,787	£51,574
Total Value for Young Rangers	£126,375	£138,825
Total Value for Young Rangers Parents, Carers and Grand Parents	£44,606	£78,097
<b>Total Return</b>	<b>£316,158</b>	<b>£373,791</b>
<b>Investment</b>	<b>£22,940</b>	<b>£70,743</b>
<b>Return ratio</b>	<b>£13.78</b>	<b>£5.28</b>

The overall value created and value per person was higher for Lottery cohorts (see below) in 2022/23 when they were measured together. However, core delivery in 2022/23 cost significantly less, resulting in a far higher social return per pound invested for the core cohort(s) in 2022/23.

### 25.3 Value per person

The average value per person for lottery funded cohorts is higher than for core funded cohorts. For all 4 groups, average value per person is higher than for lottery funded cohorts, and on average across all 4 groups, 24% higher.

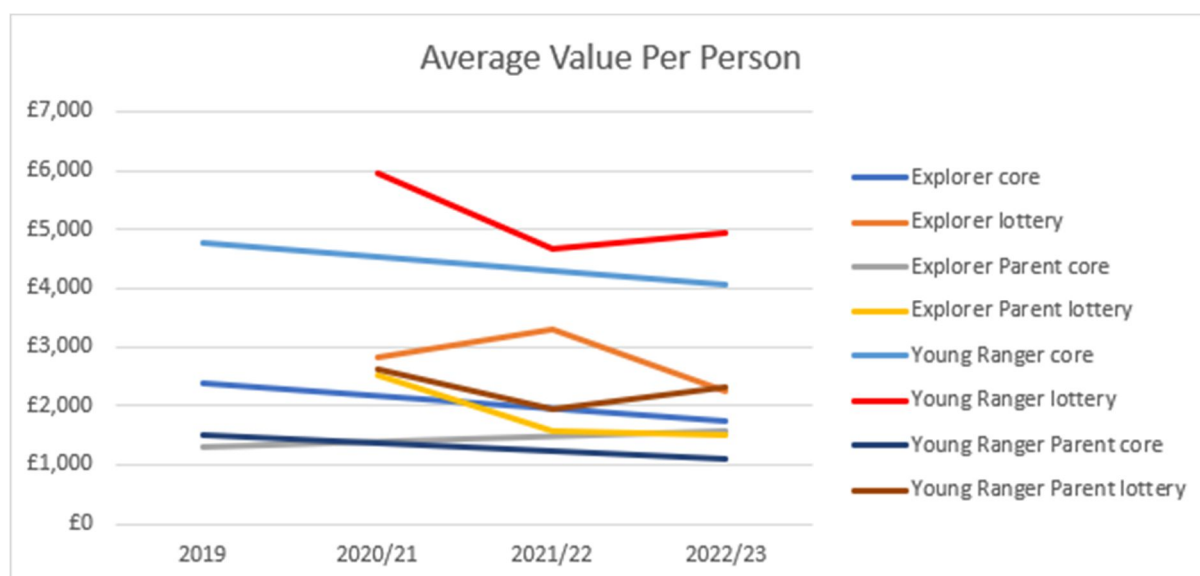
	all lottery	all core	all cohorts
<b>value per Explorer</b>	£2,646	£2,052	£2,341
<b>value per Explorer Parent</b>	£1,702	£1,430	£1,546
<b>value per Young Ranger</b>	£5,144	£4,428	£4,884
<b>value per Young Ranger Parent</b>	£2,219	£1,303	£1,904

*Now she can travel new places. Meet new people. Handle equipment safely so she isn't panicking that she or someone else is going to get hurt by doing things. Eat outside/in front of other people. It's been amazing, I'm a single Mum with 2 kids and we don't often get the chance to go out on days out with the cost of things, so it's being able to do this together as a family is amazing.*

**Explorer Mum**

## 26 Variations in value by cohort

We can also compare these average values per person over different cohorts (and within different lottery cohorts).



Overall, value for core funded cohorts drops, per person, over time, but not significantly.

Values for lottery funded cohorts are less stable. With the exception of lottery cohort Explorers, value per person for lottery cohorts drops off after the first year's cohort, then increases slightly.

Could this be explained by an enhanced value of getting outdoors after the previous year's covid lockdowns, but the 'norm' is better represented by latter years?

It is also worth reflecting on the profile of each year of lottery funded cohorts and the, potentially, lower income households represented in 2020/21 (see section 24). The concept of marginal utility suggests that the less we have of something, the more we value a unit of it. Is this the effect here – that lower income households have more barriers to activities that create the opportunities and outcomes measured in this report and so the 2020/21 cohort valued their outcomes more than others for this reason?

To repeat the caveat above, the sample sizes are small here, but there does appear to be a pattern in the graph above and a significant difference in the 2020/21 cohort.

*No one is excluded because of cost*

**Young Ranger**

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# Social Value Summary Accounts

## NYM Explorer Club and Young Rangers SROI

		Baseline 2019 Core	2020/21 Lottery	2021/22 Lottery	2022/23 Core	2022/23 Lottery	$\Delta$ core	Total Lottery	Notes	Baseline Report Reference
<b>Period covered</b>										
1	Start	18-Sep-16	Mar-20	Sep-21	Jul-22	Jul-22				3.3, p10
2	End	30-Jun-19	Aug-21	Aug-22	Aug-23	Aug-23				
<b>Population</b>										
3	Explorers core	54			49					
4	lottery		21	24		47		<b>92</b>		6.1, p14
5	Explorers Parents, Carers and Grand Parents core	48			39					
6	lottery		12	26		34		<b>72</b>		6.1, p14
7	Young Rangers core	25			31					
8	lottery		33	45		28		<b>106</b>		6.1, p14
9	Young Rangers Parents, Carers and Grand Parents core	38			41					
10	lottery		47	72		34		<b>153</b>		6.1, p14
11	GRAND TOTAL	165	113	167	160	143	89%	<b>423</b>		
<b>Profile</b>										
12	Female	67%	59%	63%	40%	53%	132%	<b>58%</b>		13, p32
13	BAME (Household)	0%	0%	0%	14%	7%	49%	<b>2%</b>	All respondents reported 'white' until 2023	
14	Single Parent	6%	42%	18%	17%	37%	213%	<b>32%</b>		
15	Lower Education (not Higher Education)	16%	66%	29%	14%	16%	109%	<b>37%</b>		
16	Unemployed	26%	70%	31%	14%	28%	199%	<b>43%</b>		

		Baseline 2019 Core	2020/21 Lottery	2021/22 Lottery	2022/23 Core	2022/23 Lottery	Notes Total Lottery	Baseline Report Reference
						Δcore		
<b>Total Value of Outcomes</b>								
	Explorers							
17	Increased socialising	£21,770	£4,414	£8,219	£9,635	£15,163		12, p30
18	Improved self-confidence and independence	£26,011	£11,142	£14,086	£11,130	£14,692		
19	Increased environmental awareness	£45,090	£19,372	£20,247	£37,346	£36,480		
20	Increased social responsibility	£14,088	£7,008	£14,108	£12,420	£14,447		
21	Improved physical health	£8,043	£9,423	£11,365	£2,944	£5,054		
22	Improved mental health	£13,644	£7,636	£11,096	£10,915	£19,459		
	Explorers Parents, Carers and Grand Parents							
23	Increased socialising	£3,358	£2,586	£4,967	£7,745	£5,952		12, p30
24	Increased environmental awareness	£17,570	£10,076	£12,114	£21,096	£17,112		
25	Improved mental health (better parent)	£9,850	£4,695	£6,587	£7,944	£7,624		
26	Improved physical health	£5,061	£4,545	£5,298	£3,983	£4,403		
27	Improved mental health (getting outdoors)	£7,624	£3,118	£7,052	£8,511	£7,008		
28	Improved family relationships	£19,016	£5,248	£4,677	£11,507	£9,475		
	Young Rangers							
29	Improved employability and prospects	£7,544	£16,305	£13,704	£28,291	£24,498		12, p30
30	Increased socialising	£18,684	£20,402	£25,630	£10,684	£11,235		
31	Improved self-confidence and independence	£28,865	£30,257	£44,359	£17,385	£18,933		
32	Increased environmental responsibility	£24,932	£42,141	£58,797	£34,620	£33,676		
33	Increased social responsibility	£25,334	£41,185	£33,351	£13,706	£25,157		
34	Improved physical health	£5,523	£16,208	£7,772	£7,230	£12,464		
35	Improved mental health	£6,627	£19,184	£15,462	£10,122	£7,814		
36	Improved family relationships	£1,980	£10,242	£11,486	£4,338	£5,049		
	Young Rangers Parents, Carers and Grand Parents							
37	Increased environmental awareness	£31,308	£28,897	£42,140	£15,683	£26,794		12, p30
38	Improved mental health (better parent)	£12,847	£24,566	£22,222	£19,104	£12,762		
39	Improved physical health	£1,341	£10,990	£15,677	£935	£6,142		
40	Improved mental health (getting outdoors)	£5,362	£22,896	£15,790	£1,870	£9,799		
41	Improved family relationships	£6,835	£29,183	£31,777	£5,611	£14,962		
42	improved relationship with partner	£0	£6,157	£11,117	£1,403	£7,638		
<b>Total Value</b>								
43	Explorers	£128,645	£58,995	£79,120	£84,391	£105,294		12, p30
44	value per Explorer	£2,382	£2,809	£3,297	£1,722	£2,240	130%	£2,782
45	Explorers Parents, Carers and Grand Parents	£62,479	£30,267	£40,696	£60,787	£51,574		£122,536
46	value per Explorer Parent	£1,302	£2,522	£1,565	£1,559	£1,517	97%	£1,868
47	Young Rangers	£119,489	£195,924	£210,561	£126,375	£138,825		£545,310
48	value per Young Ranger	£4,780	£5,937	£4,679	£4,077	£4,958	122%	£5,191
49	Young Rangers Parents, Carers and Grand Parents	£57,693	£122,688	£138,723	£44,606	£78,097		£339,508
50	value per Young Ranger Parent	£1,518	£2,610	£1,927	£1,088	£2,297	211%	£2,278
<b>Social Return</b>								
51	Investment	£60,642	£67,144	£56,642	£22,940	£70,743		3.4, p11
52	Return	£368,306	£407,874	£469,099	£316,158	£373,791	118%	£1,250,764
53	Return ratio	£6.07	£6.07	£8.28	£13.78	£5.28		15, p35