



**Broughty Ferry Environmental Project**  
Evaluation Report: 2001

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## INTRODUCTION

Broughty Ferry Environmental Project (BFEP) is a locally managed and socially inclusive group which seeks to initiate and manage local environmental and sustainable initiatives within Broughty Ferry, Dundee. The Project, which was formally set up in 1998, is funded by Scottish Natural Heritage (SNH) and Dundee City Council (DCC), and it employs a part-time project officer to progress the work of the group. Current funding covers the period from May 1999 to May 2002. The Project, which has charitable status has two main aims:

- *For the benefit of the public, to promote and encourage the conservation and protection of wildlife and the environment in and around Broughty Ferry.*
- *To advance the education of the general public about environmental issues, through the provision of education, information and publicity programmes.*

The Project is directed and managed by an elected local management group made up of ten local people with an interest in the environment. The members bring a wide range of skills and experience to the Project including expertise in the arts, design, education etc. and a desire to make a practical difference to their own locality. The funding partners, represented by a senior officer from DCC Neighbourhood Resources and Development Department and a staff member from SNH, attend local management group meetings. The project worker normally works 24 hours a week, although occasionally more hours are worked when additional funding is available.

In autumn 2000 a successful bid was made to SNH to secure additional funding to develop an evaluation strategy for the Project. The grant allowed the Project to commission an independent consultant to work with the management group to explore the key issues and questions surrounding the evaluation process and subsequently to assist in the collection of data.

This report presents the results of the evaluation process. It outlines the methodology used, describes the steps in the process, and assesses the progress made. It concludes by discussing lessons and pointers both for the Project itself and for other similar environmental groups embarking on an evaluation process.



## METHODOLOGY

From its inception, the BFEP local management group has been aware of the need to monitor its activities as it was a condition of SNH funding that the group prepared monthly reports outlining its progress. At a point approximately half way through its current funding, the group felt it was important to undertake a more detailed evaluation in order to assess overall progress against the initial objectives, to identify where changes needed to be made and to inform plans for the future. It was also hoped that the evaluation process would help strengthen the group's sense of ownership of the Project.

During January 2001, the consultant met with the management group to discuss the evaluation and carry out a stakeholder analysis. He also met representatives of the core funders of the Project and the project officer to explore options for evaluation and assist in taking the exercise forward. A number of important issues were discussed at this stage:

- *The Project is comparatively small in scale with a part-time project worker and resources to undertake the evaluation are limited. This meant that the evaluation would either have to be delivered through existing and planned work or would require additional funding.*
- *The process of undertaking evaluation can most usefully be both supportive and critical. Supportive in recognising, recording and celebrating the achievements of the project and critical in seeking to learn from the past in order to support and inform future developments.*
- *Values are central to the process of evaluation but what values matter and whose views are valued? These questions have a particular complexity for environmental work as pursued by BFEP, where the environment is not simply a vehicle for personal and group development but is recognised as intrinsically valuable and a key beneficiary of work being carried out.*
- *The importance of making links to broader strategies, such as Dundee City Council's LA 21 framework (Dundee City Council, 1997) and SNH's Working with Local Communities – Caring for Our Natural Heritage (SNH, 1999). If the evaluation is to demonstrate what can be achieved, the most useful strategy will generate information that allows comparisons with other initiatives.*

After consideration of several possible models for the evaluation, it was decided to adopt the Achieving Better Community Development (ABCD) approach (Barr and Hashegen, 2000). The project worker and a member of the local management group had attended a training session on the approach in August 1999. ABCD is a framework for planning and evaluation of community development projects which was developed by the Scottish Community Development Centre in the mid 1990s. It is based on a conceptual model of community development and promotes a particular set of values such as social inclusion, community-led action, participation, empowerment, collaboration and problem focused learning.



The ABCD model identifies two core dimensions: community empowerment and quality of life (Barr and Hashegan, 2000). Community empowerment is subdivided into four elements:

- *personal empowerment: the processes through which individuals and groups gain the knowledge and skill and confidence they need to be able to take action on matters that concern them;*
- *positive action: the sum of meanings included in the concepts of equal opportunity, social justice, social inclusion and anti-discriminatory practice;*
- *community organisation: the range, quality and effectiveness of community based groups and organisations, and the nature and quality of their relationships with each other and the wider world;*
- *participation and involvement: the way in which the community interacts with the outside world to achieve change.*

The second dimension, quality of life, is subdivided into five elements:

- *a shared wealth: community economic development;*
- *a caring community: social and service development;*
- *a safe and healthy community: community environmental action;*
- *a creative community: arts and cultural development;*
- *a citizens' community: governance and development.*

The evaluation process involves identifying key stakeholders, agreeing a vision, turning the vision into outputs and outcomes, developing practical indicators, collecting data relating to indicators, and drawing conclusions and learning lessons.

In view of the time and resource constraints facing the Project, it was decided to adopt a case study approach to the evaluation. The strength of this approach was that it would allow the group to gain experience of monitoring and evaluation in a manageable way and demonstrate a range of different activities and roles. However, it was recognised that using case studies meant that not all of the varied activities carried out by BFEP would be considered in the evaluation (see appendix 1 for a complete list of BFEP activities). In addition, developmental aspects of the Project and synergies between activities may be overlooked.

The four case studies selected were as follows:

- A Drop in the Ocean
- Habitats and Homes for Garden Wildlife
- Shiell Street Local Nature Reserve
- Eastern Primary School Playground

For each of these case studies, the local management group identified inputs, processes, outputs, outcomes and indicators. Data was then collected to allow the group to assess whether the desired outcomes have been achieved.





## Case Study 1: A Drop in the Ocean

### *BACKGROUND*

'A Drop in the Ocean' was one of three elements of a project entitled 'www.environmentproject@broughtyferry' which was implemented by BFEP during 2000. It was supported by a grant from Dundee City Council's Sustainability 2000 fund. 'www.environmentproject@broughtyferry' brought together community-based initiatives under the headings of water, waste and wildlife. 'A Drop in the Ocean' involved an artist working with local people to create an ice sculpture on Broughty Ferry beach on 4 June 2000, World Oceans Day. The exercise aimed to highlight aspects of sustainable water use, such as the value and importance of clean water to human life, the amount of clean water we needlessly waste, the importance of water as an increasingly scarce global resource, and changes in climate effecting the hydrological cycle.

### *PROCESS*

Prior to the event, the artist and members of the management group put together an interactive display for the 'Making Friends with the Environment' exhibition at Northern College, Dundee. This event, which ran for two and a half days in May 2000, attracted over 400 school children from Dundee and Angus and allowed them to experience a range of environmental activities. The BFEP display focused on water. The children explored issues associated with water, including oil pollution and they produced oil and water marbling designs. Each class also worked with members of the management group to fill in a droplet questionnaire. The pupils were told about the event at World Oceans Day and encouraged to participate by bringing along a frozen balloon. The event was given further publicity via the distribution of attractive post cards, a display set up in Broughty Ferry Library and a press release.

The idea for an ice sculpture was developed through a brainstorming session involving a local artist and the project worker. The objective was to make a simple, direct and understandable statement about the importance of water. It was felt to be important to use a material for the sculpture that did not impact on the environment in a negative way. On World Ocean's Day the artist, with help from volunteers, created an ice sculpture from frozen blocks of ice.



## EVIDENCE

The management group identified three sets of outputs, outcomes and indicators for this case study (Figure 1).

Figure 1.

<b>1</b>	
INPUTS	BFEP; Artist
PROCESS	Distribution of postcards publicising the event
OUTPUTS	Balloons filled for World Oceans Day
OUTCOMES	Greater awareness of the role of water globally and locally
INDICATORS	Donations to Water Aid (records)
<b>2</b>	
INPUTS	BFEP; Making Friends with your Environment
PROCESS	Activities for children at Making Friends exhibition
OUTPUTS	Oil/water marbling pictures
OUTCOMES	Wider community involvement with BFEP activities
INDICATORS	Numbers participating (records)
<b>3</b>	
INPUTS	BFEP; Artist; business
PROCESS	Artist working with local people and business
OUTPUTS	Ice sculpture on BF beach
OUTCOMES	Explore use of participative art in the environment
INDICATORS	Success of the sculpture (press; interview)

Firstly it was hoped to raise awareness of the role of water in the environment, globally and locally, through the activities organised at the Making Friends with the Environment Exhibition, activity sessions for 8-12 year olds held in Broughty Ferry Library, the publicity for 'A Drop in the Ocean', participation in the World Ocean's Day event including water workshops for children, donations to Water Aid, and publicity about the ice sculpture. Prizes were presented to the children who produced the best three marbling pictures. The second objective was to encourage wider community involvement in BFEP activities and finally it was hoped to explore the use of participative art in the environment.

The following information was collected:

- *270 (approx) pupils from across the area were involved in water sessions at Making Friends with your Environment Exhibition and each produced a marbling picture and took home a questionnaire detailing what can be done in the home to reduce water consumption and reduce pollution.*
- *12 children attended water workshops in Broughty Ferry Library*
- *400 postcards were distributed encouraging local people to bring along their frozen donations to the ice sculpture*
- *150 (approx) attended the World Oceans Day event*



- 20 children made oil and water marbling pictures at World Oceans Day
- 70 frozen balloons were donated containing £15 for Water Aid
- ice sculpture was created by the artist with the help of community volunteers
- prizes presented to pupils of Sidlaw Primary and Forthill Primary (2) for winning the oil/water marbling competition
- press coverage in a local paper (Courier) – large colour photograph plus 40 column centimetres of text
- the event was recorded and forms part of a video on the 'www.environmentproject@broughtyferry' project

## COMMENTS



This was a successful initiative judged against the three sets of considerations. The children's workshops, at various locations, were well received by those involved and they were successful in generating considerable interest in the World Oceans Day event and the ice sculpture. BFEP used a range of methods to highlight the water message and its own activities. Press coverage, in particular, was very positive.

Part of the success was due to the unusual approach adopted. It used a novel method, the ice sculpture, to convey an important environmental message. The ice was visually entrancing set against the backdrop of the sea. The artist worked with the volunteers to create the sculpture and she felt that her objectives had been achieved. Rather than seeing the sculpture as her own creation she worked as a director in its production and she felt that this was essential.

Most of the members of the management group participated, either by helping with the children's workshops or by contributing to the creation of the ice sculpture. A number of young people helped at World Oceans Day to record people's feelings about our use of water.

One factor outside the control of BFEP was the weather. Despite being the start of June World Oceans Day was cold and wet and this could have reduced the number attending.

In terms of the ABCD model, this case study demonstrates two community empowerment dimensions, that is personal empowerment and participation and involvement, and one quality of life dimension, that is a creative community. According to the ABCD model, "arts and drama are used, and can become a valuable method of helping communities identify and express issues and needs" (Barr and Hashagen, 2000, p43).

In the year following the 'Drop in the Ocean' event, the Project has once again participated in the Making Friends with Your Environment exhibition and the World Oceans Day celebrations at Broughty Ferry beach. The Project is also endeavouring to work with DCC towards obtaining Blue Flag status for the beach. One thought is to have a display in the library to explain the implications of the on-going waste water pipeline work through Broughty Ferry. BFEP is intending to work with DCC on some interpretation on the beach and to carry out some limited dune stabilisation measures.





## Case Study 2: Habitats and Homes for Garden Wildlife

### *BACKGROUND*

The local popularity and nationally recognised status of the beach and Tay Estuary have encouraged BFEP to develop projects to promote, protect and enhance wildlife habitats in the area. To complement these natural areas, there are a significant number of wildlife habitats located in people's own back gardens. Habitats and Homes for Garden Wildlife, the third element of 'www.environmentproject@broughtyferry', aimed to highlight and enhance the potential of this patchwork of habitats and to encourage local people to improve their gardens to benefit wildlife.

### *PROCESS*

Members of the Project organised a number of bird and bat box building sessions. Wood was obtained from Camperdown Sawmill. On Saturday 25 November, project members ran a stall at the Grove Academy Coffee Morning. Local people were invited to assemble boxes (free of charge) and to take them home and put them in their gardens. The session went very well with 28 individuals, mainly young people, constructing the boxes. The exercise was repeated in Broughty Ferry Library in December, outside Safeways on Brook Street in February, at the Sustainability Conference in the Wellgate Library and the BFEP AGM in March, and at Shiell Street in June. Bird box kits were also distributed to a local Scout group, an out of school care club, local nurseries, and BF library staff. In addition, the group made and gave away bird feeders to BF nurseries as part of the Santa's Grotto celebrations at Christmas 2000.

Developing the theme of garden birds, BFEP has embarked on a survey of swallows, swifts and house martins in the locality. Survey forms were designed and these have been distributed to BFEP members and to local residents via the Library.



## EVIDENCE

The management group identified four sets of outputs, outcomes and indicators for this case study (Figure 2)

Figure 2.

<b>1</b>	
INPUTS	BFEP; DCC
PROCESS	Providing materials for bird boxes
OUTPUTS	Bird boxes
OUTCOMES	Increase in bird populations in local gardens
INDICATORS	Survey of number of boxes used (survey)
<b>2</b>	
INPUTS	BFEP
PROCESS	Information given to participants
OUTPUTS	Bird boxes sited in gardens
OUTCOMES	Raised awareness of gardens as habitats for wildlife
INDICATORS	Number participating in event (records)
<b>3</b>	
INPUTS	BFEP; DCC; Grove PTA; BF Library
PROCESS	Making links with other groups and events
OUTPUTS	A series of events in different locations (BF Library; Grove Academy; Brook Street; Wellgate Library)
OUTCOMES	Wider community involvement in BFEP
INDICATORS	Number of events held (records)
<b>4</b>	
INPUTS	BFEP and Tayside Biodiversity Partnership
PROCESS	Create swift, swallow and house martin survey form and distribute
OUTPUTS	Survey results
OUTCOMES	Identify current levels of bird activity in the local area.
INDICATORS	Number of survey forms completed (records)

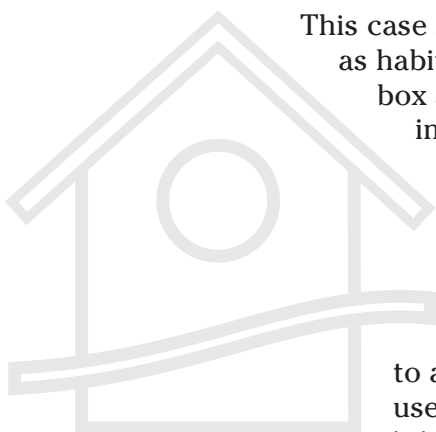
The following evidence was collected:

- *In total 220 (approximately) bird boxes have been built by local people to put up in their gardens*
- *Addresses were recorded to allow a follow up survey of nest box use*
- *Boxes were produced for 10 different types of birds including swallows, barn owls and fly catchers*
- *A leaflet was produced and distributed on the siting of nesting boxes and given to each person who built a box. A leaflet on planting for wildlife was also distributed*
- *Approximately 50 bird feeders were made at the Santa's Grotto event*



- *A photograph of the Safeway's event appeared in the Evening Telegraph and a photograph and article appeared in the Courier.*
- *The Safeway event was recorded and forms part of a video on the 'www.environmentproject@broughtyferry' project*
- *Information about birds and bird boxes was displayed in Broughty Ferry Library for several weeks in February and March 2001*
- *Information about swallows, swifts and house martins was displayed in Broughty Ferry Library during July and August 2001*

## COMMENTS



This case study sought to raise awareness of gardens as habitats for wildlife by helping local people build a nest box and encouraging them to put it in a suitable place in their own garden. Making the bird boxes was very popular particularly with young people. The fact that the boxes were free encouraged participation and there is little doubt that many of those assembling the boxes felt a sense of achievement. With the assistance of BFEP members, even the youngest child could make a box. The record of addresses was kept to allow a follow up survey to see if the boxes had been used as nesting sites, an environmental objective, and it is anticipated that this will be undertaken in the autumn.

The range of events and locations, together with the newspaper publicity and library displays have helped to raise the profile of BFEP and new links have been established, for example with the local Scout group and nurseries.

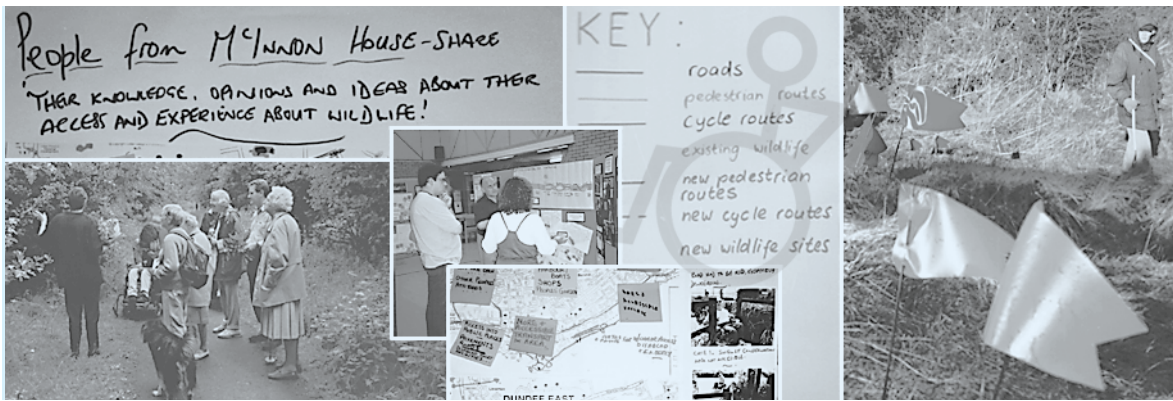
The bird box project was time consuming for the project worker and a number of volunteers. Although the wood was pre-cut, it was necessary to pre-drill holes in appropriate places. Several BFEP members helped out at each event.

The swallow, swift and house martin survey developed out of the bird box initiative. There have been concerns nationally about decreasing bird populations and the group felt it was important to record current levels of these species. This exercise links well with the objectives of Tayside Biodiversity Partnership.

During this case study all four of the community empowerment elements were met together with three of the quality of life elements including a caring community, a creative community and a citizens community.

This work is being further developed by the Project. The UK Broad Habitat Statement for urban areas has the following objective: to maintain the existing diversity and extent of wildlife in urban areas, expanding the range and distribution of rare and common species and enabling this resource to be utilised as an educational tool. It is therefore anticipated that the project ideas to be put forward to SNH for the next three years of funding will relate closely to the Local Biodiversity Action Plan for Tayside and include practical projects in sites such as sheltered housing and nursing homes, private gardens and as businesses with land.

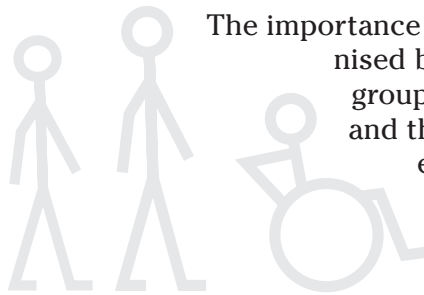




## Case Study 3: **Shiell Street Nature Conservation Area** (Broughty Ferry Local Nature Reserve)

### *BACKGROUND*

Shiell Street Nature Conservation Area, which has recently gained Local Nature Reserve status, is an area of ancient raised beach which lies between the main London-Aberdeen railway line and Broughty Ferry beach. Enclosed by railway embankments, it is crossed by two footpaths linking Shiell Street to the Esplanade. The area was acquired by the City Council in the mid 1980s and since that time its significance as a nature conservation site has been recognised. It contains a diversity of habitats including grassland, marine derived sand areas, woodland, scrub and limestone ballasted areas (DDC, 2000). A countryside ranger from Dundee City Council oversees management of the area in co-operation with a group of local volunteers. A draft Management Plan for the area was drawn up in 1993 and this has recently been updated in view of the grant of Local Nature Reserve status.



The importance of Shiell Street in environmental terms was recognised by Broughty Ferry Environmental Project and the group sought to develop links with the volunteer group and the countryside ranger. Two specific initiatives have evolved over the past two years: an anti-dog fouling campaign and an access project.

### *PROCESS*

In September 1999, following informal discussions between one of the Shiell Street volunteers and BFEP management group, the project worker organised a public meeting in Broughty Ferry Library for those interested in Shiell Street. At the meeting, which was well supported, it was agreed that BFEP would support the volunteers with office facilities and advice from the project worker.

One of the issues of concern to the volunteers was the extent of dog fouling within the nature conservation area. With the help of the project worker, the volunteers held a 'Flag It Up Day' in February 2000 in order to quantify the problem, and raise public awareness of the issue. Red flags were placed in the ground to identify the location of dog dirt. A second 'Flag It Up Day' was held early in May 2000.

A second issue that was raised at the public meeting in September 2000 by representatives of the Mackinnon Centre, a Social Work Centre working with people with disabilities and progressive illnesses, was the need to improve accessibility to the nature conservation area for people with disabilities. A group from Centre tried to visit the site and found the entrances to be too narrow for wheelchairs. They began researching examples of good practice for access into natural heritage sites so that they could pursue improvements to Shiell Street. They were given further ideas by a presentation in May 2000 of the work of Dundee University Management and Consumer Studies students who investigated ways to improve wheelchair access to Broughy Ferry beach. During the summer of 2000, the project worker worked closely with a worker from the Mackinnon Centre to prepare an application for funding from the Field Fare Trust, a body which seeks to improve access to the countryside for people with disabilities. The project, entitled 'Access to Nature Project' was granted £9000 early in 2001. The funding covers training for the group in topics such as environmental management, footpath construction, herbal remedies etc., as well as the cost of improving the footpath and gateways.

## EVIDENCE

The management group identified three sets of outputs, outcomes and indicators for this case study (Figure 3).

Figure 3 .

<b>1</b>	
INPUTS	BFEP; Shiell Street group; DCC
PROCESS	'Flag it up' events
OUTPUTS	Reduce level of dog fouling
OUTCOMES	Change in attitude of dog owners towards the environment
INDICATORS	Area covered by flags (records)
<b>2</b>	
INPUTS	BFEP; Shiell Street group; DCC; Mackinnon Centre
PROCESS	Working with community groups
OUTPUTS	Increased number of individuals or groups involved in BF nature reserve
OUTCOMES	Community ownership of BF nature reserve
INDICATORS	Number of local people involved (interviews)
<b>3</b>	
INPUTS	BFEP; Mackinnon Centre; DCC
PROCESS	Collaboration over Access to Nature Project grant
OUTPUTS	Improvements to paths to make them wheelchair accessible
OUTCOMES	Access to all to BF nature reserve
INDICATORS	Length of path accessible (survey)

The first objective was to reduce the extent of dog fouling within the nature conservation area and change the attitude of dog owners to the environment. Secondly, by encouraging greater use of the nature reserve it was hoped to promote a greater feeling of community ownership in the nature reserve. Finally, through the Access to Nature Project it was hoped to make the nature reserve accessible for everyone including those in wheelchairs and those with difficulty walking.



The following information was collected:

- *Flag It Up Day 1: 70 flags covered 60 metres from gate*
- *Photograph and article in Dundee Courier*
- *Flag It Up day 2: 90 flags covered 80 metres from gate*
- *Dog fouling prosecution notice erected by DCC in Shiell Street early in 2001*
- *Dog exclusion zone implemented by DCC on Broughty Ferry beach in spring 2001*
- *Shiell Street volunteers: 32 names on mailing list, 6 of whom were forwarded by BFEP*
- *Length of wheelchair accessible path: 165 m*
- *Length of wheelchair inaccessible path: 435 m*
- *BFEP/Access to Nature Project organised a herbal walk at Shiell Street in June 2001 involving local residents*
- *The Participatory Appraisal display was at the McKinnon Centre where members of the group were able to discuss with DCC staff photographic evidence of improvements needed to access at Broughty Ferry LNR*
- *Festival of Opportunities video on access to Shiell Street produced with the Access to Nature Project and shown at Dundee Contemporary Arts centre.*

## COMMENTS

The approach adopted by BFEP to Shiell Street is rather different from the previous case study. Because of the existence of other community-based groups with an interest in the area, the role of BFEP has been to support and encourage these groups in developing the Shiell Street area.

In relation to the problem of dog fouling, the two 'Flag It Up Days' illustrated the scale of the problem in the nature reserve and the first event was well publicised. Unfortunately, there was little improvement in the situation between the two surveys. However, the events prompted discussion with the local Dog Warden, and as a result Dundee City Council put up signs to prohibit dog fouling in the nature area. The presence of these signs will make it possible to pursue a prosecution.

BFEP has attempted to encourage interest in the nature reserve through its support for the volunteers, displays in the library and collaboration with the Mackinnon Centre. The countryside ranger welcomed the work done by BFEP to stimulate wider interest in the site, particularly the use of new and different approaches. It was pointed out however that there needs to be a balance struck between encouraging greater use and the fragility of the site. Further involvement of local schools would be welcomed.



The Access to Nature Project complements the desire to promote community ownership of the nature conservation area. Links between BFEP and the Mackinnon Centre were established in May 1999 when the BFEP project worker took up her post and a group from the Centre took part in the Participatory Appraisal which was carried out in July 1999. Other joint initiatives followed culminating in the Access to Nature Project. At present only a quarter of the paths through Shiell Street are wheelchair accessible and there are access problems at some of the entrances. This situation will be improved as the Access to Nature Project is implemented. Involvement in Shiell Street has had positive benefits for the Access to Nature Project. The project has given them confidence, they have been given an opportunity to put forward their views and to influence decisions, they have got out and about and met members of the community and they have changed attitudes by example. Some issues have arisen such as problems of site assessment and insurance, the time taken to see progress and the question of ownership of the project.

BFEP has taken on a facilitating and co-ordinating role in this exercise and the work of the BFEP project worker has been praised by all those involved. She has been vital in providing technical and environmental advice, assisting with funding applications, bringing the different agencies and groups together, and making things happen on the ground.

In terms of the ABCD model, this case study demonstrates all four community empowerment dimensions, that is personal empowerment, positive action, community organisation and participation and involvement, and one quality of life dimension, that is a safe and healthy community, which includes a quality environment.

The real success of this case study is likely to be illustrated during the next year when the Access to Nature Project oversee the implementation of footpath work to be carried out on at Shiell Street and go on to produce interpretative information about the LNR. Unfortunately, this process has started slowly due to the complexity of the procedures of the tender process and, as a result, the question of ownership of the project is being raised by the local people involved. The experience gained from this project highlights the need for BFEP to work closely with DCC to ensure that in similar circumstances the community retain ownership of community initiated projects.





## Case Study 4: Eastern Primary School Playground

### BACKGROUND

BFEP made initial contact with Eastern Primary School in October 1999 when two representatives met the head teacher. As a result, early in December 1999, the Project and School participated in Tree Dressing Day. Tree Dressing Day is an initiative promoted by the charity Common Ground in order to celebrate and raise awareness of the importance of trees in our daily lives. Community groups are encouraged to decorate local trees in ways that are relevant visually and thematically to their particular place. The trees at the School were decorated with the pupils wishes for the new millennium and many of these wishes sought changes to the playground. BFEP has worked with the Parents Association and the School to implement improvements to the playground

### PROCESS

In December 1999 the project worker visited Eastern Primary and worked with each of the classes to discuss the role of trees in our environment. The pupils then decorated three sycamore trees in the school's playground with their wishes for the new millennium. Many of the wishes had an environmental theme as follows:

*I wish for all the pollution to stop so that the world will be a clean and happy place (Philip)*

*I wish that there was a nature corner in our playground with a water fountain, a pond with fish in it, seats, trees and bushes (Jilly)*

*I wish that wild animals will be freed from zoos (Katie)*

*I wish poor people had food to eat (Callum)*

*I wish the school had brightly coloured railings (Gemma)*

*My wish is that nobody will be hungry or thirsty (Scott)*

*I wish that people will stop destroying rain forests (David)*

Complementing the Tree Dressing celebrations, pupils from the school, accompanied by the Director of Education, the Development Quality Convener and other council officials, planted a new tree in the playground. Dundee City Council also launched a new leaflet entitled Trees - A Guide to Planning Legislation and Best Practice.



Many of the children who made wishes for Tree Dressing Day in 1999, wished for improvements to the playground at Eastern Primary School. During February 2000, the project worker met with members of the Eastern Primary School Parents Association to discuss possible environmental improvements to the school playground. With the help of a landscape architect and the local countryside ranger, an application was made for funding to the Scottish Wildlife Trust's (SWT) 'A Better Place' Programme. This was successful and the Parents Association received a grant of £1000.

In order to raise awareness about the ideas for the playground, and to elicit help from the staff, children and parents at Eastern Primary, an exhibition was mounted in the school illustrating the proposed improvements. The ideas were based around a marine theme, incorporating several direct and indirect natural heritage elements. The display was shown at the school's parents evening when members of the Parents Association were available to discuss the plans. The countryside ranger ran a planning exercise for the wildlife garden with the pupils.

Work began in the playground during the summer holidays when parents and children painted murals on the walls of the shelters. The themes were a jungle scene, a marine theme and a prehistoric cave decoration.

Work began in October 2000 on the creation of a wildlife corner in the playground with funding from SWT. A local contractor, Betchell Morrison, removed a large area of tarmac free of charge and SWT built planters, seating and a large wildlife bed. Top soil for the beds was donated by Betts, a local builder, and transported to the playground by Betchell Morrison. Initial planting has been carried out with the support of Dundee City Council, Dobbies, B&Q and Trees of Time and Place.

Early in 2001, the Parents Association, with the support of the project worker developed ideas for a willow mural on the School railings. This project received funding from SNH. A willow artist worked with pupils from the school to make images for a 'marine scene' mural for the railings. The mural was created during March 2001.



## EVIDENCE

This case study sought to achieve five sets of outcomes and outputs, three of which related to community empowerment dimensions and two to quality of life dimensions (Figure 4). The environmental objectives were the creation of a more attractive playground environment for pupils and the introduction of natural habitats into the playground. In addition, it was hoped to raise pupil awareness of environmental issues, develop environmental skills and promote further collaboration between the school and BFEP.

Figure 4.

<b>1</b>	
INPUTS	BFEP; EPS staff and pupils; Parents Association
PROCESS	Identification of ideas for the playground – ‘millennium wishes’
OUTPUTS	Changes made to the playground
OUTCOMES	A more attractive playground environment for pupils
INDICATORS	Satisfaction levels – pupils, staff and parents (survey; interviews)
<b>2</b>	
INPUTS	BFEP; EPS; Landscape Architect; DCC; Parents Association
PROCESS	Draw up realistic designs and obtain funding from SWT
OUTPUTS	Construction of new beds and planters
OUTCOMES	The introduction of natural habitats into the playground
INDICATORS	Number and range of species (survey)
<b>3</b>	
INPUTS	BFEP; EPS
PROCESS	Identify teaching needs
OUTPUTS	Use of wildlife area as an outdoor classroom
OUTCOMES	Greater pupil awareness of environmental issues
INDICATORS	Number of classes taught outside (school)
<b>4</b>	
INPUTS	BFEP; SNH; Parents Association; artist
PROCESS	Artist working with pupils
OUTPUTS	Marine scene mural – willow weaving
OUTCOMES	Increased skills in environmental activities
INDICATORS	Number of children involved (records)
<b>5</b>	
INPUTS	BFEP; EPS; Parents Association
PROCESS	Made contacts with school and parents association
OUTPUTS	Joint planning and implementation of playground improvements
OUTCOMES	Generation of joint environmental projects linking the school and the community.
INDICATORS	Extent of involvement in planning and implementation (records)



The following information was collected:

- 320 wishes for the millennium were used in Tree Dressing event
- Four photographs in the Courier/Evening Telegraph and 20 column centimetres of text.
- The project worker interviewed 39 P5, P6 and P7 pupils using a digital audio recorder. The results were as follows:

o What do you think of the playground since the improvements?

<i>Fabulous</i>	5
<i>Very nice</i>	4
<i>Big difference from before</i>	4
<i>Good</i>	5
<i>Good and keep going</i>	2
<i>Happier to go out and play</i>	6

o What do you particularly like about the improvements?

<i>Colourful</i>	6
<i>Logs/benches to sit on</i>	4
<i>The games</i>	1
<i>Wildlife garden</i>	4
<i>Trees</i>	4

o What further things could be added to the playground?

<i>More games</i>	4
<i>Climbing frames</i>	4
<i>More plants/flowers</i>	8
<i>Grass</i>	5
<i>Honeysuckle</i>	2
<i>More benches</i>	3
<i>Mini beasts</i>	2
<i>More colour</i>	5
<i>More trees</i>	4
<i>More exciting</i>	3
<i>A pond</i>	4
<i>Paint walls</i>	22



## Money raised for playground improvements:

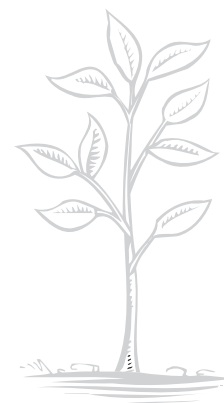
- o PTA fundraising: £3000
  - o SWT:£2000 + £1000 in kind
  - o Trees of Time and Place: £1000
  - o Betchel Morrison: £2000 in kind
  - o SNH (willow weaving): £1000
- *Children were involved in planting cherry and apple trees, willow and other species in the wildlife garden*
  - *Over 40 species were planted in the wildlife garden and planters*
  - *The children are now devising new games around the changes to the playground. This is making supervision easier.*
  - *Children are now taking more responsibility for where they play football.*
  - *The areas have been used for lessons on mini-beasts, plants and growing, sundials and weather recording.*
  - *Six break time and lunchtime workshop sessions on willow weaving.*
  - *Outdoor lessons on plants, mini beasts, sundials and weather monitoring.*

## COMMENTS

The data collected suggests progress has been made towards the two environmental objectives. Feedback from the pupils indicates a great deal of satisfaction with the changes made and recognition of the value of the wildlife elements. The inclusion of ideas for the future shows that much more could be done. The intention was to increase the wildlife component of the playground and this has been achieved with great variety in the species planted.

The pupils at Eastern Primary made a significant contribution to the changes in the playground from the millennium wishes, giving ideas for playground games, working with the countryside ranger, planting trees and flowers and making elements of the willow mural. All of these activities should have helped to raise environmental awareness and develop individual environmental skills. Teachers have started to use the playground more often as an outdoor classroom for lessons.

As in Shiell Street, this exercise involved a range of bodies and agencies, from Council Departments responsible for listed buildings and playground maintenance to local companies and individuals. BFEP played a largely co-ordinating role although individual members were involved in activities such as painting murals, planting trees and willow weaving. Initially there was little encouragement from the Council but over time support was forthcoming. The landscape architect was particularly helpful to the PTA.





This case study is an example of all four of the ABCD model community empowerment indicators of positive action, community organisation, personal empowerment and participation and involvement. It also includes two quality of life dimensions a caring community and a creative community.

The work in Eastern Primary playground is continuing. The PTA has accepted responsibility for the future management of the planted areas although BFEP has offered help when there is a large amount of work to be undertaken. There are plans to create several sculptures for the playground, and the project worker is currently working with the PTA to find an artist and materials for this initiative. It is intended either to construct the sculptures from wood, complementing the willow weaving, or to follow a recycling theme to create planters using disused tyres.

The School also intends to create an environmental/science resource base which will complement the work in the playground and it is hoped that BFEP can support this development in some way.

The experience of working with Eastern Primary School has provided BFEP with a good base to work with other schools in the area.

## **CONCLUSIONS AND LESSONS FOR THE FUTURE**

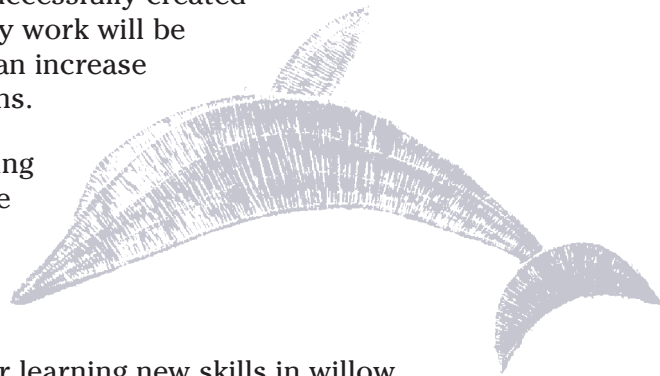
This evaluation exercise sought to assess the extent to which BFEP has made progress towards its twin aims of raising environmental awareness and improving the environment of Broughty Ferry through an examination of four elements of the project's work. The four case studies were chosen to show the breadth and diversity of the work undertaken by BFEP.

The analysis of the case studies demonstrates that the activities have contributed to both of the Project's objectives. In terms of raising environmental awareness, the most successful activities, judged by the numbers participating, were those that focused on children and young people, such as the Drop in the Ocean water workshops and the tree and wildlife sessions at Eastern Primary School. However, the use of innovative and novel approaches to environmental issues, such as the creation of the ice sculpture, received good media coverage and much positive feedback to the group. While gaining some publicity, the Flag it Up Days were less successful in reaching the target audience, dog owners using Shiell Street. The group will need to consider whether to repeat the Flag It Up Days, with publicity, or whether to take another approach in order to change the attitude of dog owners to the environment.



Probably the most notable improvements to the local environment are associated with the work at Eastern Primary School. Previously a large and boring expanse of tarmac, the playground now contains an interesting wildlife corner and associated planters containing a variety of trees, shrubs and flowers, together with murals and the willow frieze. The changes have been well received by pupils, parents and the School alike. The most visible and talked about aspect of this project for the wider community has been the willow frieze on the school railings. Environmentally, the homes and habitats for wildlife case study successfully created over 200 bird boxes. However, further survey work will be needed to see whether this activity leads to an increase in the number of birds nesting in local gardens.

In terms of the ABCD model, it is interesting to find that across the four case studies there is evidence of all four community empowerment elements. Each of the case studies provides examples of personal empowerment, for example gaining knowledge of ways to minimise use of water in the home or learning new skills in willow weaving. Positive action is evident through the work of the Access to Nature Project whose aim is to make Shiell Street accessible to all. Developing links between groups, the community organisation element of the ABCD model, has been fundamental to the work at both Shiell Street and Eastern primary School. In both cases BFEP has played a co-ordinating and supporting role, providing advice and guidance on issues such as funding. Participation and involvement is fundamental to all the case studies. While most attention has focussed on young people, others have taken part such as the Mackinnon Centre clients, residents of Shiell Street and shoppers in Broughty Ferry.



In view of the BFEP's concern with the environment it is not surprising to find evidence of outputs and outcomes concerned with creating a safe and healthy community, seen most notably in the improvements to Eastern Primary School playground and the number of bird boxes built. However, the ice sculpture and the willow frieze link to the creative community element.

The balance between the community empowerment and quality of life elements that emerges from the evaluation is revealing and perhaps unexpected. Those involved in the Project see its focus as environmental but the main outputs to date, as shown by the evidence above, relate to community empowerment. Two conclusions could be drawn as a result. On the one hand it could be concluded that this demonstrates the importance of community development activity to the success of a project of this kind while on the other hand it may reveal a need to devote more time and attention to tangible environmental activities, a view expressed by at least one member of the management group. This conclusion, which may reflect the fact that the Project is at the development end of the development-service delivery continuum, will need to be discussed by the management group.

The evaluation process has demonstrated the importance of the project worker in the on-going work of the Project. The management group and other members have limited time available and the project worker has been crucial in taking initiatives forward. In addition, the representatives of other groups interviewed were all highly complementary of the worker and praised her knowledge, skills and attitude and in several cases it was felt that the initiatives would not have progressed without her input. The project worker was particularly useful where inputs from the local authority were involved. Difficulties had been found particularly where inter-depart-





ment agreement was required and the project worker worked to overcome barriers and reach consensus. It would be extremely difficult for a volunteer to take on such a role. This suggests that the overall Project would find it hard to maintain its current momentum without such a project worker in post.

Feedback from the interviews raised a more general issue about the relationship between voluntary organisations such as BFEP and statutory agencies. How can bottom-up initiatives influence and support joined up thinking within and between statutory agencies? One interviewee talked about how difficult it can be to “hand over the idea” to established providers.

This highlights both the importance and difficulty of generating ownership of initiatives. The Project faces a dilemma: should it pursue activities where the ownership rests with local residents or should it work through other agencies and allow the ownership to be taken on by those agencies?

Taken together the four case studies reflect good working examples of cross-sectoral working. The ‘independent’ role of the Project has made it easier to forge partnerships and good working relationships to access funding, support in-kind, practical advice and support from companies. This support has come from local groups, individuals, NGOs, private companies and various departments of statutory agencies. BFEP is seen as group which is able to bring these sectors together to carry out particular projects and this skill should be used to its full advantage in the future.

A pragmatic and opportunistic approach was adopted to some of the initiatives considered in this evaluation. The Project has responded to both to the interests of members of the management group and to resource opportunities in deciding the initiatives to take forward. While this has important benefits for individual group members, who derive personal interest and satisfaction from their involvement, and in ensuring initiatives are translated from ideas into action, it may mean that more strategic opportunities to influence decisions are missed.

To date the strength of the Project has been the number and scope of project ideas developed and translated into action. All of these ideas have begun because of local concern or interest and have been implemented through close working partnerships with the Project. If the work of BFEP were to become less opportunistic and more strategic then it is unlikely that the group would be so successful in the short term. Since success would be judged by decisions influenced rather than by people empowered and practical projects implemented, the current strategy at least means that success is more within the control the Project. However, a future strategy could include taking the opportunity to influence decisions within areas related to practical projects and their implementation.

At the outset of the evaluation, a decision was taken to use the ABCD model as a framework for the exercise and it was hoped that BFEP’s experience could be helpful to other groups embarking on a similar evaluation. The ABCD model was chosen partly because members of the Project has attended a training session in the approach and partly because it provides a recognised conceptual framework applicable to a range of groups and situations (Taylor et al, 2000).

Despite the training and access to the ABCD Handbook, there were some difficulties using the model in BFEP’s situation. The evaluation was being applied retrospectively and as a result the group had to return to the initial objectives of the case studies and redefine outputs and outcomes, a process which proved hard to do



in some instances. The Handbook appears to be written to meet the needs of agency-driven evaluation where workers are in place with a specific community development remit. This did not apply to BFEP as the evaluation was community-driven (i.e. for the group's own benefit) and where the workers remit was environmental. As a result, BFEP had to adapt the ABCD framework to meet its needs. The ABCD model is not designed specifically to monitor and evaluate the process of implementing practical environmental projects. In particular it does not highlight the problems encountered unless they directly effect local people's empowerment or their quality of life.

The evaluation process itself has thrown up a number of issues. Despite the management group agreeing to embark on the process, and a renewed commitment part way through, not all of the group are convinced of the value of the exercise. There has been concern that the time spent working through the steps of the model and collecting and presenting data could be better spent on environmental initiatives. This may in part be due to the amount of time that has been needed to carry out the process. Despite the existence of good records, the process has taken time at management group meetings as well as a significant amount of project worker and volunteer time. The exercise would not have been feasible without the financial support of SNH as the grant allowed BFEP both to employ the independent consultant and to allocate extra hours for the part-time project worker.

The evaluation has raised a number of issues which will affect the work of the BFEP in the future. Firstly, what should be the balance between the quality of life and community empowerment outputs within individual projects? What would SNH and *DCC expect the balance to be?*

Secondly, BFEP is a locally managed group and therefore the community's involvement in it is central. However, it is dependent upon funding from DCC and SNH. To what extent are these bodies committed to community participation and do all departments within these organisations have the same view?

Finally, the evaluation suggests that in future a balance needs to be struck between practical environment projects and awareness raising activities. The current view of the Project is that it is a bit like an octopus with the project base, local management group and project worker positioned at the centre and the individual projects drifting out at arms length. This can mean that BFEP does not retain ownership of all the activities but rather encourages ownership by the group or individuals who take it forward. While this approach encourages wide involvement, it does mean that the Project does not retain overall control. An overarching aim for the future should be to try and get a strong central base with a general focus of interests rather than a strict boundary drawn round the Project.





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The report and accompanying postcard were enthusiastically designed by Andy Rice.

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## APPENDIX 1

List of projects organised or facilitated by **Broughty Ferry Environmental Project** (June 1999 - January 2001)

Participatory Appraisal Exercise - 'Streets for People and Places for Nature'

Design of Project logo and stationery

Photographic competition, beach walk and tree trail activities as part of Broughty Ferry Gala week

Creation of two 'environmental corners' in Broughty Ferry Library, one with a haiku theme and the other called the 'Learning Tree'

Design of BFEP web-site

Tree Dressing events throughout the city (6)

'A Drop in the Ocean'

Shiell Street LNR projects

Promotion of the SNH Environmental Resource Chests

Community Profiling exercise

'Local Swap 'n Salvage' day

'Swap your Fags for Fruit' day



Six week summer environmental activity sessions for local children, 2000, 2001.

Participation in 'Making Friends with you Environment' events, 2000, 2001, with 'A Drop in the Ocean' and 'Wild about Wood' activities

Eastern Primary School playground improvements

Willow weaving frieze on the library railings

Local hirundine survey

Habitats and Homes for Garden Wildlife

Campaign against giving away of live animals at Dundee fun fairs

Library pond improvements and mini-beast habitat creation in Library grounds

Events for Fair-trade fortnight, 2000, 2001

Events, displays and activities for One World Week: 'Delicacy' the hidden cost of chocolate and 'Trouble Brewing' uncovering the hidden cost of coffee both with locally produced art work as part of the display

Creation of a sand labyrinth for World Earth Healing Day on Broughty Ferry beach

Participation in Santa's Grotto with wildlife theme for Broughty Ferry Library

Local children's Saturday morning environmental group 'Ann's Nature Nutters'

Events for Scottish Biodiversity week 2001 including building swift, kite and swallow nest boxes

Sustainability 2000 video documenting activities from [www.environment@broughtyferry](mailto:www.environment@broughtyferry)

Transport timetable (in draft)

Astronomy sessions at Broughty Ferry Library (2)

