

**Summary of
chances4change
Outcomes 2009**

Key charts and information

Please note that the management component contained in the appendices has been removed, so information is not available for reasons for lower-than-expected submissions.

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Unexpected outcomes

Physical Activity Strand

Quantitative Feedback - Levels of Physical Activity (PA)

Project name	What was measured?	How was this measured?	Average score* at beginning	Average score* at end	No. of people who have increased their score	No. who took part in evaluation	No. who took part in activity overall	% who took part in evaluation	% evaluated who have increased their score
Active Wight	Days of PA per week	Core questionnaire. Registration forms, Evaluation forms and registers of activities.	3.4	3.6	104	300	630	48%	35%
Active Wight	Days of PA per week	Core question asked	3.17	4.10	254	369	1451	25%	69%
Get real about health	Days of PA	Core questionnaire	3.2	3.4	0	7	Not given ¹	Could not be calculated	0%
Go Well	Days of PA per week	Core questionnaire	5.1	5.4	Unknown	37	37	100%	Unknown
Go Well	Days of PA per week 2 months after taster day	Core questionnaire	3.6	3.2	1	10	34	16% ²	10%

Project name	What was	How was this	Average	Average	No. of	No. who	No. who	% who took	%
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¹ Total numbers taking part in total activities not available at time of report. Will be compiled in the new year against the quarterly reporting information when this is available.

² Go Well followed up people who had taken part in taster physical activity sessions at the Celebrating Age event. Two of those interviewed had been injured so were unable to exercise and two had been intending to take up an activity but put off by poor weather.

	measured?	measured?	score* at beginning	score* at end	people who have increased their score	took part in evaluation	took part in activity overall	part in evaluation	evaluated who have increased their score
Health & Wellbeing for people with mental health problems	PA (from nef questions)	From nef questions	16	20.5	41	46	92	50% (deliberate sample)	89%
Healthy & Active Parishes	Days of PA per week (adults)	Core questionnaire	2.4	3.4	15	19	72	26%	79%
Healthy & Active Parishes	Days of PA per week (children)	Core questionnaire	5.0	5.5	6	15	47	32%	40%
Leisure Opportunities for people with LD	Questionnaire asking about change in level of activity (to carers)	Whether activity had increased	n/a	n/a	7	10	Not known	Not known	70%
Naturally Active	Number who would not have undertaken activity if not for Naturally Active	Yes/No question on questionnaire	n/a	n/a	56	168	750	22% ³ (see note below attitude table)	33%
Particip8	Levels of PA	Core questionnaire	3.3	4.4	10	10	458	2%	100%

³ Naturally Active ran a series of 'taster' physical activities. The key outcome measured was attitude to doing physical activity in the countryside, following a logic model approach. The project will be following up with some people who have given consent to be contacted again to find out if this activity was maintained. This is part of a 3-step model whereby different levels of activity are offered, from tasters, through multi-session activities to in-depth, longer term work with groups with specific needs. Aspects of each level of activity are reported on within this document.

Project name	What was measured?	How was this measured?	Average score* at beginning	Average score* at end	No. of people who have increased their score	No. who took part in evaluation	No. who took part in activity overall	% who took part in evaluation	% evaluated who have increased their score
Reading Health Activists	Levels of PA	Core questionnaire	Not given	Not given	4	8	21	38%	50%
Sheppey Community Involvement Project	Days of PA per week	Core questionnaire	3.5	3.2	1	5	9	56%	20%
SPAA	Levels of PA	Core PA calculator	2.44	4.65	919	921	1003	92%	100%
VitaliSE	PA (under 16)	Core questionnaire	5.3	5.4	4	7	9	78%	57%
VitaliSE	PA (adults)	Core questionnaire	5.1	4.6	5	17	23	74%	29%
WEBE (Bodysmart)	Seated exercise – satisfaction	Community workers at the school through focus groups with clients ⁴	n/a	n/a	8 report satisfaction	10	Not noted	Could not be calculated	80%
WEBE (Getting into shape)	Not stated – but relates to PA	Not noted	n/a	n/a	66	67	222	30%	99%
Wellbeing coordinator	Levels of PA	Core questionnaire	2.2	2.7	83	100	1327	8% ⁵	83%

⁴ Not known if those running sessions are those undertaking evaluations – if so, could bias information gained.

⁵ The direct beneficiary figures since the project started is 1327, but due to faults with the database it has been very difficult to record the activity scores. For the purpose of this report we have used a cross section/sample of the data collected.

*Am I Bovered?' Found that questions about pre- and post- activity levels of exercise were not fully answered by a large number of young women and misunderstood by others. Additionally they felt the post-activity question was asked at an atypical time – the end of the school summer term. For these reasons they have rejected the information as not of sufficient quality to report on. Instead they reported on attitudes to physical activity for 25 participants out of 80 who took part in all activities (31%). Their findings are reported in Table Below.

Physical Activity (PA) Levels at Follow-up

Project Name	When was this followed up?	Average score* at beginning	Average score* at end	No. of people who have increased their score	No. who took part in evaluation	No. who took part in activity overall	% evaluated	% improved score
SPAA	Questionnaire	1.6	2.9	20	20	86	23%	100%
Wellbeing coordinator	Three, sixth and twelve month follow-up questionnaires are sent out to all participants who complete/attend the exercise referral scheme/ physical activity projects.	2.7	2.9	9	24 ⁶	100	24%	38%

⁶ Project is looking for ways to increase this return level. Jo Belcher will offer advice in the new year.

Improvement in Postural Stability (Older People)

Project Name	What is measured & how?	Average score* at beginning	Average score* at end	No. of people who have increased their score or agree with statement	No. who took part in evaluation	No. who took part in activity overall
Postural Stability	Tutors use a range of measures, particularly TUG (Timed Up & Go) and FESI (Falls Efficiency Scale International - tests fear of falling in day to day tasks). Also confidence in balance, improved 180 degree turn etc. An example of one tutor's outcomes is summarised below for illustrative purposes. The project is looking at standardising the approach in the future.			Their assessment is that "virtually all" regular attendees show some improvement	All regulars assessed	70 regulars (direct beneficiaries) (44 in previous year) 11 once only (7 in previous year)
Postural Stability	Enjoyment of activity	n/a	n/a	107 (110%)	36 ⁷	Not noted in report – but this represents one full quarter's work for one tutor
Postural Stability	Improved health	n/a	n/a	100 (93%)	107	"
Postural Stability	Improved fitness	n/a	n/a	102 (105%)	107	"
Postural Stability	Helped to exercise more	n/a	n/a	101 (94%)	107	"
Postural Stability	Made me feel happier	n/a	n/a	92 (86%)	107	"

⁷ Sample chosen from quarterly submissions by project

Change in Attitude to Taking Part in PA

Project Name	Attitude Measured	How Measured	No. who scored positively evaluated	Total No. for evaluated	Total No. for activity	% evaluated	% positive score
Am I Boverred?	PA is not pointless	Questionnaire	12				
Am I Boverred?	PA is not embarrassing	Questionnaire	3				
Am I Boverred?	PA is important	Questionnaire	9				
Am I Boverred?	PA is enjoyable	Questionnaire	9				
Am I Boverred?	PA is fun	Questionnaire	12				
Detached Play Workers	Enjoyment of session offered (numbers who rated 'a lot' rather than 'a bit' or 'not much') ⁸	Questionnaire	32 (78%) No. who agreed post-activity				
Detached Play Workers	Would like a session run again ('yes') – all sessions amalgamated into one score.	Questionnaire	26 (81%) – numbers who agreed post-activity				
Go Well	Enjoyment of Wii	Questionnaire (didn't enjoy, quite enjoyable, enjoyable, and very enjoyable). All 'enjoyable' and 'very enjoyable' counted here	18	25	25	100%	72%

⁸ It is not possible to know if children were already active beforehand, although data will be available from the project on whether activities were new to them or not.

Project Name	Attitude Measured	How Measured	No. who scored positively evaluated	Total No. for evaluated	Total No. for activity	% evaluated	% positive score
Go Well	Number who would like to continue using Wii after taster session	Yes/No question on questionnaire	14	25	25	100%	56%
Go Well	Number who would like to continue using Wii after series of sessions	Yes/No question on questionnaire	7	8	8	100%	87%
Go Well	Number who would like to continue doing dance sessions	Yes/No question on questionnaire	26	29	29	100%	96%
Leisure Opportunities for people with LD	Feeling more confident to take part in sport and PA	Questionnaire	20				
Naturally Active	Number who found this activity enjoyable as it took place in countryside	Yes/No question on questionnaire	119	168	393	43% ⁹	71%
Naturally Active	Number who found this activity enjoyable as it took place in countryside	Yes/No question on questionnaire	126	168	393	43%	75%
Naturally Active	Number (of those who reported they never used the countryside for activities) who said they will do so in future	Yes/No question for respondents who replied 'never' to how often they use the local countryside for activities.	16	22	n/a	n/a	73%

⁹ This figure is slightly misleading and due to an extended time required to agree appropriate reporting that met with BIG, chances4change and Naturally Active's steering group's needs. Over the past year a greater proportion of evaluation has taken place, but this figure reflects the number taken over the lifetime so far. Additionally, a number of groups are still meeting so have not been evaluated yet. Therefore this proportion will increase as the project continues.

Physical Activity – Training to Providers

Project Name	Training	How was this tested?	No. who increased their skills and/or knowledge	No. who saw it as useful and/or relevant	No. who took part in evaluation	No. who took part in training overall	% evaluated	% who increased their skills & knowledge	% who saw it as useful and/or relevant
Go Well	Day Certificate in Activity Leadership adapted for use with the Nintendo Wii console and Sports package	Questionnaire	27	27	27	27 ¹⁰	100%	100%	100%
VitaliSE	Improving Fitness Through Dance	Questionnaire	8	8	8	9	89%	100%	100%
Wellbeing Coordinator	WHI Volunteer Walk Leader Training Course	Evaluation Form	13 passed at level required	n/a	n/a	n/a	n/a	n/a	n/a

Follow-up Evaluation of Supporting/Training to Providers

Project Name	Type of support/training	No. who report using resources/training lessons	No. who report changing their practice/policies (please state which) as a result	How was this tested (e.g. survey/phone calls)	No. who took part in evaluation
VitaliSE	Regional networking event for youth dance practitioners/providers	17	17	Follow up emails	19
VitaliSE	Improving Fitness Through Dance	2	2	Follow up emails	2

¹⁰ 3/6 asked went on to deliver the activity to their group.

Support to Providers

Satisfaction with Support Given

Project Name	Type of support	No. who reported satisfaction	How was this tested (e.g. survey/phone calls)	No. who took part in evaluation	No. who were given support overall.
Active for Life Project	50+ Activity flyer	12 groups	Follow up phone call 3 months after flyer distribution	14 groups	14 groups
Active for Life Project	Gentle exercise ad tea promotion	1 group	Feedback from committee members	1 groups	1 group
VitaliSE	Regional networking event for youth dance practitioners/providers	34	End of event written questionnaires	35	51

Outputs of Support

Project Name	Output info (e.g. website hits, downloads, support accessed, courses run (e.g. if training trainers to run, e.g. cook & eat classes)	How many/how much?
Active for Life Project	No. of Groups/Organisations working with targeted areas that have approached the project for support during reported period. Organisations/groups were signposted to relevant support or provide support directly through the project.	23 groups/organisations

Qualitative Feedback – Impact of Physical Activities

Project Name	How were people chosen?	How was information collected?	What were the common themes?	What differences (between people) did you notice?	How many people?
Active Communities	All participants all one centre were given the opportunity to take part in an informal discussion with the reward of a free swim/gym session	Informal discussion groups	<p>Reasons for not taking part in more sport/physical activity – not enough time/money, childcare, don't know what is available, worried that they are not good enough</p> <p>Things that would encourage them to do more – childcare provision, central place where all activities advertised, free activities, more 'social' sport activities</p> <p>What have they enjoyed most about taking part in the sessions – being with other like-minded people who aren't super sporty, relaxed atmosphere, semi-structured without too many rules</p>	General observation that the barriers to participation are similar for males/females especially for those who don't consider themselves to be very sporty.	12
Active Wight	Everyone given or sent a form	Evaluation form	<p>Trying new opportunities and non regular activities were a positive step to engage people in physical activity</p> <p>Dance classes being run during the daytime for older and more vulnerable adults were a popular choice</p>	None between people noted.	300 ¹¹

¹¹ High attendance number and retention, increased interest in other physical activity strands. The classes we have set up through C4C are now sustainable and will continue running without any need for extra funding.

Project Name	How were people chosen?	How was information collected?	What were the common themes?	What differences (between people) did you notice?	How many people?
Active Workplace	Everyone asked to feedback any comments, suggestions, thoughts...	Email feedback after an event	People just needed a push, someone to organise and to remember it was fun (to do sports activities and stress massage).	None noted	3 examples given.
Am I Bovered?	All the girls and parents were asked to volunteer to take part in the focus groups	Through focus groups: 1 separate focus group schedule was devised for the girls & another focus group schedule was devised for the parents Girls' & parental focus groups were held separately & lead by a researcher in each group	<ul style="list-style-type: none"> • The desire for fun outweighs other considerations in girls' motivations to exercise. • Shyness and the fear of embarrassment or failure are very significant factors affecting girls' willingness to engage in physical activity. • Am I Bovered was described as sociable and fun, which fitted with the girls expectations of what sport should be. • Engaging in activities with friends but away from the school environment constructed a supportive environment, free from the risk of ridicule of judgement. • Most of the girls liked the girls-only dimension of Am I Bovered because it reduced their self-consciousness and lessened their fear of embarrassment. It also allowed them to see sport as something that girls could do well, rather than being in second-place to boys. 	<ul style="list-style-type: none"> • Those who were sporty and enjoyed school P.E. described AIB as an opportunity for engaging in <u>additional</u> activities. • Those who were sporty but less positive about school P.E. saw AIB as offering <u>alternative</u> opportunities for physical activity. • Those who were more ambivalent about sports and exercise seemed to be <u>re-introduced to the idea</u> that sport and exercise could be fun 	3 girls' focus groups: 11 girls 1 parental focus group: 7 (5 mothers & 2 fathers)

Project Name	How were people chosen?	How was information collected?	What were the common themes?	What differences (between people) did you notice?	How many people?
Go Well	All providers who took part in the Wii training	Questionnaire	<ul style="list-style-type: none"> • People felt more confident as a result of the training • It helped them to think about planning and structuring an activity • It also helped them to think about the safety aspects of delivering the activity 	None noted	27
Health & Active Crawley	Given form to take home and asked to return/Occupational therapist to fill out with someone.	Evaluation form/informal interview/1-1	<ul style="list-style-type: none"> • Feel good factors • Good for stress • Clear instructions • Helpful • Thanks • Fun • Enjoyable • Fitter • Healthier • Less scared of having an injury / falling • Look forwards to the session all week • Loving the Community / Social aspects • More opportunities 		110 from Physical activity projects 21 from MH Clients ¹²¹³

¹² From an instructor / coaches perspective it great to see the clients change week by week. But due to meds and moods with MH clients it sometimes did vary. Word of mouth spreading.

¹³ Also working with people with Mental Health issues in a hospital environment, people are discharged frequently. – So very hard to assess. 7 projects are already self-sustaining.

Project Name	How were people chosen?	How was information collected?	What were the common themes?	What differences (between people) did you notice?	How many people?
Healthy & Active Parishes	Through staff contact	Anecdotal feedback from staff	<ul style="list-style-type: none"> Local activity that can be done with neighbours/friends Helping to fill long winter nights Something to do rather than just watching TV and getting bored 	None notes	5
Healthy Mind, Healthy Body	We selected five members who have been involved in many different aspects of the project and have been involved in the three different strands. We have included three female and two male members of different ages and with varying abilities and mental health issues.	Interview based on a questionnaire.	All 5 have increased their exercise either through swimming, walking and cycling and 2 members mention that this has helped them control their weight	All 5 have increased their exercise either through swimming, walking and cycling and 2 members mention that this has helped them control their weight	5
Leisure Opportunities for people with LD	All parents and carers of participants at Football and Multi Sports Sessions asked.	Questionnaire	<ul style="list-style-type: none"> Carers report that the participants they support enjoy the activities All the carers noted that the participants had benefited from the activity socially, physically and had built <i>strength</i>. Carers mentioned that the participants they support are more confident about taking part in sport 	None noted	10

Project Name	How were people chosen?	How was information collected?	What were the common themes?	What differences (between people) did you notice?	How many people?
<p>Leisure Opportunities for people with LD</p>	<p>All participants who did sports sessions asked to take part.</p>	<p>Pictorial survey, sometimes with support to fill in.</p>	<p>The best bit?</p> <ul style="list-style-type: none"> • Session generally - <i>'All of it' 'Everything'</i> • The coach - <i>'Adam'</i> • Sport specific things – <i>'football' 'running around' 'goals' 'games'</i> <p>Why was this good?</p> <ul style="list-style-type: none"> • Fitness – <i>'good for my body' 'keeps me fit'</i> • Fun – <i>'fun & nice being with other people' 'good' 'its so enjoyable'</i> <p>The worst bit?</p> <ul style="list-style-type: none"> • Nothing – <i>'I like it all'</i> • Sport specific things – <i>'running - out of breath' 'not scoring' 'getting hit by a ball'</i> • Organisational things – <i>'Sitting around' 'too many people' 'too hard'</i> 	<p>Participants find it very difficult to complete the forms even with support, they find it very hard to express themselves</p>	<p>23</p>

Project Name	How were people chosen?	How was information collected?	What were the common themes?	What differences (between people) did you notice?	How many people?
<p>Leisure Opportunities for People with LD</p>	<p>All participants who came to earlier sessions but hadn't attended in last 3 months.</p>	<p>Questionnaire to be completed with support from a carer.</p>	<ul style="list-style-type: none"> • 12 (60%) enjoyed the sessions the session that they had come to. • 16 (80%) respondents would like to come to another sport session. <p>Main reasons for non attendance were:</p> <ul style="list-style-type: none"> • 'No one to take me', • 'no transport', • 'too hard'; and • 'not suitable for my level of disability'. <p>2 participants were at work or college so the times of sessions were not suitable.</p> <p>2 participants have moved out of the area, and one did not want to do any activity at all.</p> <p>Things that would encourage attendance included</p> <ul style="list-style-type: none"> • Transport • Carers to support • Nearer or in a specific locality • Activities that take account of individual needs. • Mixed package of activities • More info about the activities so can decide if appropriate <p>Improvements suggested:</p> <ul style="list-style-type: none"> • More participants • Sessions for less able participants/ participants with complex needs 		<p>20</p>

Project Name	How were people chosen?	How was information collected?	What were the common themes?	What differences (between people) did you notice?	How many people?
Naturally Active	<p>Impact of walking group for older ladies.</p> <p>All members of one of the regular walking groups were asked to take part. All long-term walking groups will form future focus groups.</p>	<p>Focus group run and analysed by Jo Belcher. Further details in case study document.</p>	<p>Barriers to independent access to the countryside for walking were:</p> <ul style="list-style-type: none"> • Safety fears of being alone in countryside • Difficulties of accessing without a car • Health/physical functioning (e.g. for periods after operations) • Personal commitments meaning organising own group can be difficult <p>Benefits of the group over other local opportunities:</p> <ul style="list-style-type: none"> • Transport provided • Social aspect of group • Variety of walks • Pace of group seen as appropriate • Simon, the walk leader is “good fun” and “easy to get on with” • Spending time with Ruby the dog • The chance to admire nature 	<p>None noted.</p>	<p>3</p>

Project Name	How were people chosen?	How was information collected?	What were the common themes?	What differences (between people) did you notice?	How many people?
Sorted! Team Time to Dance	Why there was such poor attendance at activities	All those involved have met to discuss the causes of the poor attendance.	<p>Key causes identified were:</p> <ul style="list-style-type: none"> • poor marketing • a lack of clarity about what the project really was. For example, people thought that they were coming to a tea dance. • too complicated, with aspects such as filming making the programme too busy. <p>The following actions are being taken to remedy these points:</p> <ul style="list-style-type: none"> • rebranding, • simplification of design • sessions have been redesigned and tailored to suit each borough. 	Aspects of the project, such as the filming, attracted young people but put older people off, so we will bring this element of the sessions in once the groups are well established.	Staff Involved

Project Name	How were people chosen?	How was information collected?	What were the common themes?	What differences (between people) did you notice?	How many people?
<p>SPAA</p>	<p>There were 10 case studies that were selected to take part in this evaluation. To achieve a valid sample of projects a diverse range were selected. The chosen projects spanned across the whole of the County, differed in type of activity and focused on a variety of different target groups.</p>	<p>Project monitoring form and follow-up informal interview.</p>	<p>Increases in physical activity:</p> <ul style="list-style-type: none"> With some participants this was only a short term benefit whereas with other participants, engagement with the project resulted in a long term increase in physical activity. <p>All projects reported back that participation in the project resulted in enjoyment. However:</p> <ul style="list-style-type: none"> some projects encouraged enjoyment during the sessions, whereas in other projects, the participant enjoyment stemmed from the final results (e.g. increased fitness, weight loss). <p>All projects had an emphasis on improving health through physical activity, though this was not measured in any of the projects.</p> <p>The project lead's reported their difficulty in evaluating the projects. It was highlighted as particularly difficult when the sessions attracted different participants each week, so their progress could not be measured. Only a few of the projects were able to do a follow up evaluation, since once the project was over, many of the project leads did not feel able to contact the participants again.</p>	<p>Gender: more females reported socialising as an aspect of the project they enjoyed, compared to males.</p> <p>Age: Children and young adults tended to have higher physical activity scores prior to project intervention than those of older people. The younger participants' physical activity scores, during the projects, also increased more significantly than those of older people.</p> <p>Disability: People with a disability tended to have much lower physical activity scores prior to the project intervention than 'able bodied' people. Also the physical activity scores of those people with a disability did not increase as significantly as 'able bodied' participants during the projects.</p>	<p>10 projects, serving 921 people in total.</p>

Project Name	How were people chosen?	How was information collected?	What were the common themes?	What differences (between people) did you notice?	How many people?
Vice to Health	All who have taken part in evaluation	Staff-led semi-structured interview	<ul style="list-style-type: none"> taking part in physical activity boosts the way they feel, makes them feel happy and positive (a feeling they only knew how to get through using substances) Users of the project having less health complications as drug use reduced or stopped. 	None noted	25
VitaliSE	<p>We have established two Youth Committees (focus groups) as part of this project (one for NoCo and one for HYDC.)</p> <p>10/32 asked to be part of the committees.</p>	Facilitated discussion by staff members.	<ul style="list-style-type: none"> Dance skills had improved significantly in just a small number of months. Sessions continued to challenge and inspire them. A request for more of a focus on fitness rather than technique. As a result, we incorporated a 'fitness' section of between 5 and 20 minutes into each workshop. Concern about ability to maintain commitment to the project during exams. This may well have had a negative impact on our outcomes. Some of the young people felt that their physical activity levels had increased over the first six months of the project but then dropped towards the end. 	<p>The participants in the 16-21 age bracket found it harder to maintain their physical activity levels than those in the 13-16 age bracket.</p> <p>They reported that they had to cope with additional pressure in their lives that did not affect the younger participants – e.g. part-time/weekend jobs or a heavy college/university time-table.</p>	10

Project Name	How were people chosen?	How was information collected?	What were the common themes?	What differences (between people) did you notice?	How many people?
<p>Wellbeing Coordinator</p>	<p>Those who filled out the comments section of the course evaluation.</p>	<p>Comments section of evaluation form.</p>	<p>Exercise Referral Scheme:</p> <ul style="list-style-type: none"> • Staff running the scheme are very helpful and friendly • It has improved confidence • Have made new friends which has helped with mental wellbeing • I am able to walk for longer without discomfort or pain • It has given me an insight into exercise that are good for my condition • Very good scheme would recommend it to others • Have now joined the gym which I would not have done if it wasn't for the scheme • Has given encouragement to exercise more frequently • Didn't have any significant weight loss but feel so much better • Enjoyed the scheme but due to financial constraints can't afford to join the gym • Flexibility has improved <p>Children's Activity Referral scheme:</p> <ul style="list-style-type: none"> • Really enjoyed the activity sessions • Fitness has improved • Circuits were really fun • Lost weight • Joining a football team 	<p>None noted</p>	<p>The majority of responses have come from this year's participation figures.</p>

Qualitative Feedback – Impact of Support for Providers of Physical Activity

Project Name	How were people chosen?	How was information collected?	What were the common themes?	What differences (between people) did you notice?	How many people?
Reading Health Activists	Comments section of evaluation form	Evaluation form	<ul style="list-style-type: none"> • Enjoyment of physical activity sessions, opportunity to be active. • Opportunity to socialise. • Self reported increase in physical activity levels 	None noted.	125
Sense & Motion	Everyone was invited to give feedback on the activities they took part in to ensure we provided the most effective and enjoyable experience possible.	Various – through informal discussions with participants and feedback via emails.	<ul style="list-style-type: none"> • Knowledge of the Wood Local people had not realised the wood was there. Many families mentioned driving some distance to other forests or country parks. Numerous people told us they would now walk to Basing Wood rather than drive elsewhere. • What to do in the Wood Some people and families in particular from the surrounding urban area thought there was “nothing to do” in the wood. As well as the new facilities we have now put into the wood we also held a number of fun days which showed people the kinds of things they could do such as scavenger hunts, nature walks, making dens etc 	In general families were keener to get involved and learn about the wood and what to do there than adults without children were.	
VitaliSE	Everyone at Network event asked to fill out an evaluation form & contacted 4 months later	Questionnaire & email.	<ul style="list-style-type: none"> • Sub regional networking was useful and positive • Keynote presentations were useful • Learning about the work of others was a positive experience and led to considering new collaborations. 	No obvious differences – perhaps because all respondents working in the same field.	35 – questionnaire 19 – follow-up email

Project Name	How were people chosen?	How was information collected?	What were the common themes?	What differences (between people) did you notice?	How many people?
VitaliSE	Everyone who took part in training asked to fill out a form and to be followed up 4 months later	Questionnaire & email.	<ul style="list-style-type: none"> • Information on Plyometric training techniques and specific terminology was useful –participants commented they had known little about these aspects of dance training and felt that it was a useful area of knowledge for their practice. • Practical routines/exercises to teach – many stated that they intended to use these in the future and the follow-up emails with two participants confirmed that this had happened. • More detailed resources required – participants all welcomed the resource pack and felt that it was useful but some commented that more detail would have improved the pack. We are therefore putting together a much larger resource pack for our next training course. 	As above	<p>8 – questionnaire</p> <p>7 – follow-up email</p>

Healthy Eating Strand

Quantitative Feedback - Healthy Eating Work

Project name	What was measured?	How was this measured?	Average score* at beginning	Average score* at end	No. of people who have increased their score	No. who took part in evaluation	No. who took part in activity overall	% who took part in evaluation	% evaluated who have increased their score
Active Wight	Skills & Knowledge increased	Evaluation forms	0	1.0	421	580	659	88%	73%
Community Cookery Development	HE – more confident	Evaluation forms	n/a	n/a	32	40	Not given	Not known	80%
Community Cookery Development	HE - better understanding of how to access a balanced diet	Evaluation forms	n/a	n/a	37	40	Not given	Not known	92%
Community Cookery Development	HE - increased consumption of food and vegetables	Evaluation forms	n/a	n/a	31	40	Not given	Not known	78%
Community Cookery Development	HE - would try cooking dishes again	Evaluation forms	n/a	n/a	32	40	Not given	Not known	80%
Cook & Eat Bucks	“skills gap”	As feedback by trainer ¹⁴	n/a	n/a		95	95	100% (see footnote)	100% (see footnote)

¹⁴ This information may be biased and is anecdotal

Project name	What was measured?	How was this measured?	Average score* at beginning	Average score* at end	No. of people who have increased their score	No. who took part in evaluation	No. who took part in activity overall	% who took part in evaluation	% evaluated who have increased their score
Cook & Eat Hants	Reported increase in confidence in preparing fruit & vegetables	Questionnaire	n/a	n/a	249	359	Not given	Not known	70% ¹⁵
Cook & Eat Surrey	fruit and veg	Questionnaire	4	5.7	31	37	484	8% (sample as through activists)	84%
Cook & Eat Surrey	Skills/knowledge		3	4	33	37	484	8% (sample as through activists)	89%
Cook & Eat Surrey	confidence levels		3	4	32	37	484	8% (sample as through activists)	86%
Family Cookery	How often does your family eat meals which have been cooked using fresh ingredients	Questionnaire – before & after	n/a	n/a	21	32	157	20%	13%

¹⁵ Cook and Eat Hants found that numbers of people reporting higher levels of consumption of fruit and vegetables increased overall, but individuals were not tracked.

Project name	What was measured?	How was this measured?	Average score* at beginning	Average score* at end	No. of people who have increased their score	No. who took part in evaluation	No. who took part in activity overall	% who took part in evaluation	% evaluated who have increased their score
Family Cookery	How often does your family on average eat fresh vegetables or salad?	Questionnaire – before & after ¹⁶	n/a	n/a	18	25	157	16%	72%
Family Healthy Eating & Food Preparation	HE – Confidence	Evaluation forms			21	28	91	31%	75%
Family Healthy Eating & Food Preparation	HE – Fruit & Veg	Evaluation forms			21	28	91	31%	75%
Family Healthy Eating & Food Preparation	HE – Tried recipes at home	Evaluation forms			28	28	91	31%	100%
Family Healthy Eating & Food Preparation	HE – eat more fresh produce	Evaluation forms			23	28	91	31%	82%
Get Real About Health	Average portions of fruit & veg consumed per week	Questionnaire	0.9	1.9	3	5	Not known ¹⁷	Could not be calculated	60%

¹⁶ It was difficult to ascertain how many people in total had been surveyed and totals who improved. This will be clarified with the project and any amendments required will be made.

¹⁷ Not reported or available at time of writing report. This information will be added when available.

Project name	What was measured?	How was this measured?	Average score* at beginning	Average score* at end	No. of people who have increased their score	No. who took part in evaluation	No. who took part in activity overall	% who took part in evaluation	% evaluated who have increased their score
Go Well	Fruit and veg consumption at the Celebrating Age Festival and at 2 month follow-up	Telephone interview	6	6					
Health & wellbeing for People with MH Problems	Skills & knowledge	Questionnaire	49.2	54	39	46	92	50% (deliberate sample)	85%
Obesity Awareness	Changed their attitude towards breakfast	Questionnaire in breakfast bag packs given out	n/a	n/a	46	89	1000	9%	52%
Reading Health Activists	Fruit & Veg portions consumed daily	Questionnaire	4.4	5.13	10	15	51	29% ¹⁸	67%
Soundbites	Increase in knowledge re: healthier eating habits	Evaluation forms	n/a	n/a	119	137	680	20%	87%
Sunny Side Up	Consumption of fruit & veg	Questionnaire	4.9	5.8	10	28	461	6% ¹⁹	36%

¹⁸ Many of the questionnaires were not fully completed

¹⁹ Children sampled on two census days as agreed.

Project name	What was measured?	How was this measured?	Average score* at beginning	Average score* at end	No. of people who have increased their score	No. who took part in evaluation	No. who took part in activity overall	% who took part in evaluation	% evaluated who have increased their score
WEBE (Healthy Eating with Long Term Conditions)	HE - skills & knowledge, quiz scored /9	Questionnaire	7	7.5	15	34	40	85%	44%
WEBE (Wellbeing)	Would attend this type of course again & recommend to others	Feedback form	n/a	n/a	"All"	Unknown ²⁰	277	Unknown	100%

Community Growing – “Evidence is collected by observation on changes in skills levels, by what they will taste and try to eat in the cookery session. The adult mentoring is weekly through the year and is monitored so far through observation of skills levels, what produce they take home to cook and their comments afterwards.” However, this did not readily translate to numbers who have increased skills or details of what discovered in a format that can be reported quantitatively.

²⁰ 'completed on certain courses where there was additional support for parents'. As with other WEBE feedback, this was included in the qualitative section of the pro-forma, so key information about numbers was not included.

Healthy Eating Work Follow-up

Project Name	How was this measured? (i.e. measure/instrument used – core questionnaire, or name other used)	Average score at beginning	Average score at end	No. of people who have increased their score	No. who took part in evaluation	No. who took part in activity overall
Cook & Eat Surrey	Post 6 months cookery course evaluation form - postal (with freepost and a prize draw)	2.8	<ul style="list-style-type: none"> • 4.8 post course • 5.5 at 6 months 	4	4	9 questionnaires sent

Healthy Eating – Training to Providers

Project Name	Training	How was this tested?	No. who increased their skills/knowledge	No. who perceived it as useful/relevant	No. who took part in evaluation	% evaluated	% who increased their skills
Community Cookery Development	Cookery Leader training - increased confidence	Evaluation forms	132	139	144	97%	95%
Community Cookery Development	Cookery leaders increased skills	Evaluation forms	136	139	144	97%	98%
Community Cookery Development	Cookery leaders who would use skills and knowledge in future	Evaluation forms	114	139	144	97%	82%
Community Growing	Planning and planting an orchard	Evaluation form	12	12	12	100%	100%
Cook & Eat Surrey	Increased Knowledge	Evaluation forms	53		55	82%	96%
Cook & Eat Surrey	Increased Confidence	Evaluation forms	54		55	82%	98%
Cook & Eat Surrey	Perceived as useful/relevant	Evaluation forms		65	67	97%	100%
Fresh Ideas Network	*Setting up a community food project	Questions via email	6	6	6	43%	100%
Fresh Ideas Network	*Setting up a food cooperative	Questions via email	4	4	4	29%	100%
Fresh Ideas Network	Setting up a cookery programme	Questions via email	5	5	5	33%	100%

Follow-up Evaluation of Supporting/Training to Providers

Project Name	Type of support/training	No. who report using resources/training lessons	No. who report changing their practice/policies (please state which) as a result	How was this tested (e.g. survey/phone calls)?	No. who took part in evaluation
Community Cookery Development	Cookery leader mentoring	33 (73%)	33 (73%)	Email and telephone	45 (% of total unknown)

Support to Providers

Satisfaction with support given

Project Name	Type of support	No. who reported satisfaction	How was this tested (e.g. survey/phone calls)	No. who took part in evaluation	No. who were given support overall.
Community Growing	Sitting on a steering group for a project	3	Feedback at meetings, minutes	No formal evaluation	3-5
Community Growing	Advice on setting up a community orchard	3	Comments	3	3
Community Growing	Advice to schools on setting up a school growing area	3	Comments	3	3
Fresh Ideas Network	Advice surgeries at Fresh Ideas networking event	19	Survey	23 (46%)	50
Support to Community Cafes	Financial support	8	Evaluation Feedback Form	1 group coordinator	8
Support to Community Cafes	Mentoring	1	Evaluation feedback form	1 group	1
Support to Community Cafes	Support & advice	2 groups	Phone calls, evaluation feedback form	2 groups	6 groups

Satisfaction with support to providers (Community Cookery Development Course)

Participants in the Community Cookery Development Course Leaders work have estimated that between them they will reach an additional 3200 beneficiaries, through 750 sessions in the year following training. From those who have responded to follow-up requests for information (numbers not given), 2522 beneficiaries have been reached through 450 sessions. These sessions have been run by the following groups:

- Age Concern
- Schools and Family Centres in West Sussex
- MEND graduates
- Foyer Residents (West Sussex)
- Bognor Community Action Network
- The Impact Foundation
- Action in Rural Sussex
- Lewes Pupil Referral Unit
- Burgess Hill Pupil Referral Unit
- Youth Development Services
- Cuckmere House Special School
- Hailsham East Community Centre and Park Farm Residence association
- Corner House Project
- Rowans Day Centre
- Eastbourne Children's Centre
- Local Partnerships for Children in Hastings

Outputs of support

Project Name	Output info (e.g. website hits, downloads, support accessed, courses run (e.g. if training trainers to run, e.g. cook & eat classes)	How many/how much?
Fresh Ideas Network	Website visits	3640
Fresh Ideas Network	Email update. It goes out to 500 contacts. The number of people opening it is:	33%
Fresh Ideas Network	Google e-group. June-November 2009. Member numbers	66
Fresh Ideas Network	Google e-group. June to November 2009 average posting per month	7

Qualitative Feedback – Healthy Eating Work

Project Name	How were people chosen?	How was information collected?	What were the common themes?	What differences (between people) did you notice?	How many people?
Community Food Workers	Impact of cookery sessions/tasters	Filled-out evaluation forms for courses & taster sessions – comments sections.	<ul style="list-style-type: none"> • Able to cook healthier meals at home, and to cook ‘from scratch’ more often. • Healthy eating is easier than thought, and possible on a budget. • Increased knowledge of the practical application of nutritional guidance (exchanging herbs for salt is often mentioned in feedback). • Frequent requests for more sessions and continuation. • Some participants mentioned enjoying working in a group (noticed particularly in women speakers of other languages): • Participants often request more healthy recipes to take home and try 	<ul style="list-style-type: none"> • Family learning groups are more likely to mention involving children in cooking and eating with the family at home. • Speakers of other languages were more likely to request more sessions including foods from other cultures and countries. 	63
Community Growing	Everyone attending courses or workshops were given the means to freely comment	Anonymous feedback form, comments that children entered freely into a journal, comments offered from teacher at school we work with.	<ul style="list-style-type: none"> • Increased skills and confidence, • children enjoyed sessions and tried fruit and vegetables, • enjoyed foods they made using fresh produce. • Increased links with other projects, for instance the disability group are now going to work with the Community Chef in the New Year to increase cooking skills and confidence. • Increased skills and independence, • blossoming of children, • increased knowledge of fruits and vegetables and willingness to try them, • interest in more training, • adults taking more vegetables home to try. • Adults in disability group getting engaged in more social events where they have run stalls offering information. 	None noted.	154

Project Name	How were people chosen?	How was information collected?	What were the common themes?	What differences (between people) did you notice?	How many people?
Cook & Eat Surrey	All who have taken part in evaluation (beneficiary level)	Questionnaire	<ul style="list-style-type: none"> • Enjoyment of the course • Helped them cook healthier foods • Not long enough 	None noted	42
Cook & Eat Surrey	Trained cookery leaders	Questionnaire/email about activities carried out after training.	<ul style="list-style-type: none"> • Some cookery leaders (CLs) are running cook and eat sessions as a course e.g. 6 sessions • Some CLs are delivering ad hoc sessions • Some are using the skills and knowledge obtained on the cookery leader training in their one to one work with clients • The main reason given for not having delivered sessions (often adding <i>yet</i>) is staff shortages 	None noted	67
Family Cookery	All participants asked to fill out an evaluation form	<p>Questions: What do you think the effects of Family cookery have been on your family?</p> <p>Do you feel you have picked up some good tips about lunchboxes . If so what are they?</p>	<ul style="list-style-type: none"> • Enjoy cooking from scratch • Learned how to cook different meals • Doesn't serve so many cakes <p>Parents were able to list a range of ideas for making lunchboxes more healthy.</p>	None reported	Not noted
Family Healthy Eating & Food Preparation	All asked to fill out a questionnaire	Evaluation form	<ul style="list-style-type: none"> • Fun • Variety of cooking • New techniques • Break from childcare • Meet other people • New recipes • More confidence 	None given	28

Project Name	How were people chosen?	How was information collected?	What were the common themes?	What differences (between people) did you notice?	How many people?
Fresh Ideas Network	All the people who attended events were involved in evaluation.	Evaluation form, email questionnaire, ad hoc email feedback initiated by participant and observations by Fresh Ideas workers and volunteers.	<ul style="list-style-type: none"> • Having opportunities to network • The value of making direct contact with other projects • Sharing ideas and best practice • Gaining knowledge and information • Finding new funding Sources • Show-casing Projects • Inspiring People to set up and develop community food projects • Organisation, Venues and format of events. • Smaller scale voluntary and community sector projects benefited most from networking, sharing good practice & Increasing knowledge about funding and resources. • Large organisations were likely to gain knowledge from the smaller community sector projects about successfully engaging with communities and offering services in a more creative and flexible way. • Overall the support & events provided a signposting and bridging facility between community-based food projects and larger county and regional based statutory and voluntary sector organisations. 	Differences by size of organisation as discussed in previous cell.	101
Fresh Ideas Network	Projects given support approached for feedback.	As above	<ul style="list-style-type: none"> • Making links with projects and organisations that lead to partnerships, resource sharing and peer support opportunities. • Advice on good practice. • Re working with volunteers and volunteering policies. • Advertising Work Opportunities. • Encouraging Peer Support - via the fresh Ideas Network Google e group. 		Subset of above (numbers not given as feedback as one group)

Project Name	How were people chosen?	How was information collected?	What were the common themes?	What differences (between people) did you notice?	How many people?
Healthy Eating Programme	All people involved in two sessions were asked to take part.	Interviews and observations from staff	<ul style="list-style-type: none"> • All (fifteen) the participants felt that they had learnt more about healthy eating since before the Healthy Eating Project and had made at least one positive change to their eating habits. • For all but one it was the combination of the practical sessions and info that worked for them • Long-term health benefits was stated as the motivating factor behind their dietary changes by thirteen of the participants. • Only half of the participants were aware of the 'limited variety' in their diet. • Recipes were the most common resource requested and the reading level of the information given out needs to be appropriate for all learning abilities • Overall the level of communication used during the sessions and information given was seen as appropriate • People enjoyed the informal structure of the sessions and said "it was good that all their questions were answered rather than just lecturing." • The most common reasons for not adopting healthy eating practices is a lack of knowledge and confidence of cooking/foods. • All participants were keen to have refresher sessions in the future. 	Participants were seen as similar for these sessions, but newer participants from another centre (with more severe mental health problems) have different needs. 1-1 advice is more effective in stimulating behaviour change with this new group.	15

Project Name	How were people chosen?	How was information collected?	What were the common themes?	What differences (between people) did you notice?	How many people?
Healthy Mind, Healthy Body	We selected five members who have been involved in many different aspects of the project and have been involved in the three different strands. We have included three female and two male members of different ages and with varying abilities and mental health issues.	Interview based on a questionnaire.	<p>All 5 members commented on how they are eating a healthier diet, including more fruit and vegetables and are avoiding things like fat, sugar etc. 2 members mention that they have been doing more cooking as a result of this.</p> <p>This has impacted on the general culture at The Leatherhead Clubhouse where we now provide healthy sandwiches instead of cooked meals on two days a week and offer healthy snacks in meetings rather than sugary cakes.</p>	None noted	5
Reading Health Activists	Comments section of questionnaire given to all participants	Questionnaire – open-ended question re: comments	<ul style="list-style-type: none"> Increases in knowledge of healthy eating. Increase in skills relating to cooking from cook and eat sessions. <p>People were self reporting making changes to their diets, trying recipes from cook and eat sessions at home etc</p>	None noted	125

Project Name	How were people chosen?	How was information collected?	What were the common themes?	What differences (between people) did you notice?	How many people?
Soundbites	All children asked within classrooms – but some refusals from state primary schools as difficulty deciding which grandparents should be chosen – e.g. in families with step-parents.	Interviews (children were interviewed and trained how to interview family members).	<ul style="list-style-type: none"> Choice of foods, with wider menus presented from those from different ethnic backgrounds and / or social backgrounds often dependent upon accessibility to eat out or go on holidays An awareness of what constituted healthy eating was not necessarily influenced by ethnic or social background 	None noted.	49 schoolchildren across 3 schools
Sunny Side Up	Those present on day chosen at random and willing to complete the survey (most of those present)	Survey with self-completion of unfinished sentences.	<p>I came today because ...</p> <ul style="list-style-type: none"> hungry/don't get breakfast at home see friends always come/routine for school safe place to be <p>What I like about the club ...</p> <ul style="list-style-type: none"> food, see friends, nice staff/atmosphere <p>It would be better if ...</p> <ul style="list-style-type: none"> different food choices [not all healthy!], different activities, changes to room [furniture, etc.] <p>If I didn't come to the club ...</p> <ul style="list-style-type: none"> hungry/have no breakfast late/not ready for school, bored/miss time with friends 	None noted	66

Project Name	How were people chosen?	How was information collected?	What were the common themes?	What differences (between people) did you notice?	How many people?
Support to Community Cafes	Potential respondents for case studies were identified by the community cafes worker visiting the cafes and asking for participants and through the cafes asking if anyone wanted to take part as a case study.	Through interviews	The key theme was how invaluable the experience of volunteering is - how it empowers and inspires the individual to achieve what may have seemed unobtainable. In both cases how it has led on to paid employment.	None noted as not seen as appropriate with only 2 people.	2
Vice to Health	All who have taken part in evaluation	Staff-led semi-structured interview	<ul style="list-style-type: none"> Learning to cook basic meals on a budget benefits not only financially but enables them to feel like they are doing something 'normal' 	None noted	25
WEBE (Wellbeing)	Impact of family cooking course	Feedback form 'completed on certain courses where there was additional support for parents' and comments from tutor. ²¹	<ul style="list-style-type: none"> Tutor is good & supportive Learners enjoy learning new dishes Encouraged children's interests in good food – e.g. children who were not keen on fruit enjoying homemade smoothies. 	"A group of learners stated that they felt that their child did learn a new skill & benefited from attending the course."	Not stated – but 277 beneficiaries noted (this may be taking part in the activity overall).

²¹ As information given together, some may be biased as opinion of course tutor.

Mental Wellbeing Strand

Quantitative Feedback – Mental Wellbeing

Project name	What was measured?	How was this measured?	Average score* at beginning	Average score* at end	No. of people who have increased their score	No. who took part in evaluation	No. who took part in activity overall	% who took part in evaluation	% evaluated who have increased their score
Get Active	Mental wellbeing	Modified version of the WEMWBS (excluding one item as agreed with project and re-weighted to allow for smaller scale) ²²	41.0	41.3	15	30	107	28%	50%
Get Active	Impact of exercise	Impact of exercise form ²³	2.24	1.33	24	37	107	35%	65%
Get Real About Health	Stress rating	1-10 point likert scale completed through support worker interview where a high score indicates a high level of stress.	5.5	3.4	3	5	not known ²⁴	Could not be calculated	60%

²² i.e. score is out of 13, not 14 as on original scale. The following calculation was performed $((\text{submitted score}/13)*14)$. This allows a relative comparison with the other WEMWBS scores reported above.

²³ This included questions on how relaxed and positive participants felt before and after a one-off activity.

²⁴ Not available at time of writing the report. Will be calculated once information is available.

Project name	What was measured?	How was this measured?	Average score* at beginning	Average score* at end	No. of people who have increased their score	No. who took part in evaluation	No. who took part in activity overall	% who took part in evaluation	% evaluated who have increased their score
Get Real About Health	Self confidence rating	1-10 point likert scale completed through support worker interview where a high score indicates a high level of self-confidence.	6.1	6.4	2	5	not known ²⁵	Could not be calculated	40%
Get Real About Health	Motivation rating	1-10 point likert scale completed through support worker interview where a high score indicates a high level of motivation	5.9	5.4	3	5	not known ²⁶	Could not be calculated	60%
Go Well	Amount of positive versus negative emotions observed	Affect Rating Scale	n/a	n/a	3	5	17	29%	60%

²⁵ Not available at time of writing the report. Will be calculated once information is available.

²⁶ Not available at time of writing the report. Will be calculated once information is available.

Project name	What was measured?	How was this measured?	Average score* at beginning	Average score* at end	No. of people who have increased their score	No. who took part in evaluation	No. who took part in activity overall	% who took part in evaluation	% evaluated who have increased their score
Naturally Active	Sluggish-energised rating	Pre- and post-questions either side of a taster activity ²⁷	3.1	4.0	81	138	393	35%	59%
Naturally Active	Stressed-relaxed rating	As above	3.5	4.1	64	138	393	35%	46%
Naturally Active	Negative-positive rating	As above	3.7	4.3	62	138	393	35%	45%
OPAL	Mental wellbeing	Nef designed tool for structured telephone interview	n/a	n/a	15	15	78	19%	100%
Outreach & Resettlement Project	Mental wellbeing	WEMWBS	38.1	37.1	15	21	43	49%	71%
Sheppey Community Involvement Project	Mental wellbeing	WEMWBS	48.9	52.8	7	8	24	33%	88%

²⁷ These questions were developed with the support of Jo Belcher and were based on research into the impact of exercise in green spaces on mood. This was agreed to be the appropriate outcome for a one-off activity aiming to improve mental wellbeing. As in previous chart, this proportion is set to increase due to time taken to agree an approach all partners felt was appropriate.

Mental Wellbeing - Training to Providers

Project Name	Training	How was this tested?	No. who increased their skills and/or knowledge	No. who saw it as useful and/or relevant	No. who took part in evaluation	No. who took part in training overall	% evaluated	% who increased their skills & knowledge	% who saw it as useful and/or relevant
Activate!	Mental health awareness and physical activity benefits to mental health training to a range of groups: PCT Health Trainers, Service User group, Probation Staff, Conference Delegates, Leisure Centre staff, forensic service user group doing health training.	Evaluation questionnaire <i>waiting for info from Susannah.</i>	105	105	105	105	100%		
Active Wight	Mental Health First Aid	Standard evaluation form for this training programme	154	154	154	154	100%	100%	100%
Active Workplace	Stress management for managers (in direct beneficiaries section?)	Evaluation questionnaire <i>waiting for info from Donna.</i>	No numbers given – <i>waiting for info from Donna</i>						
Mindful Employer	Information provided was 'good' or 'excellent'	Evaluation form	56	55	56	56	100%	100%	100%

Project Name	Training	How was this tested?	No. who increased their skills and/or knowledge	No. who saw it as useful and/or relevant	No. who took part in evaluation	No. who took part in training overall	% evaluated	% who increased their skills & knowledge	% who saw it as useful and/or relevant
Mindful Employer	Kent Mindful Employer Conference – rated as ‘very relevant’ on 3-point scale	Evaluation form	n/a	17	21	46	46%	n/a	81%
Prevention of Eating Disorders	Eating Disorders Awareness Session	Evaluation form	238	258	273	303	90%	87%	95%
SAMHAG	Mental health awareness – rated as useful or very useful	Evaluation	increase across all groups (no info by individual)	311	357	487	73%	100% of groups	87%
WEBE (Theatre & Drama Workshop)	Bullying awareness at schools	Evaluation form	n/a	Would you use this training again? Yes: 4	4	Unknown	Unknown	n/a	100%

Follow-up evaluation of supporting/training to providers

Project Name	Type of support/training	No. who report using resources/training lessons	No. who report changing their practice/policies (please state which) as a result	How was this tested (e.g. survey/phone calls)?	No. who took part in evaluation
SAMHAG	Mental Health Awareness Training	45 (90%) reported being able to use the information they learned. All but one of those people agreed this meant they were better equipped in the situation they encountered.	41 (82%) took intended follow-up action	Survey	50 (10% total attendees; 30% of those who attended agreed they could be followed up).

Outputs – Training to Providers

Project Name	Output info (e.g. website hits, downloads, support accessed, courses run (e.g. if training trainers to run, e.g. cook & eat classes))	How many/how much?
Prevention of Eating Disorders	All secondary schools in Surrey have been contacted by letter, the workshops have also been advertised to Surrey Secondary Schools through the online Healthy Schools Newsletter sent to all state schools	31 private schools and 53 state schools
Prevention of Eating Disorders	The number of secondary schools that have enquired about the workshops (private and state)	41 (20 have received workshop, one large college hosted 2 workshops), 7 are booked for end of Autumn Term 2009 and Spring Term 2010 dates)
Prevention of Eating Disorders	The number of Eating Disorder Awareness Workshops that have taken place, Spring 2008 to November 10 th 2009	21

Support to Providers

Output of Support

Project Name	Output info (e.g. website hits, downloads, support accessed, courses run (e.g. if training trainers to run, e.g. cook & eat classes)	How many/how much?
Mindful Employer	Kent Mindful Employer Website. There was a significant number of hits when conference was on and when information was released through Business Link.	1104 visits (494 people in year 1, and 610 people in Year 2) with an average of 32 new visitors each month.
Mindful Employer	Mindful Employer Charter Signatories	54 organisations with 35912 employees (year 1 – 24 organisations signed the charter, 15387, employees. Year 2 - 30 organisations signed the charter, 20525 employees)
Active Workplace	Unique website page views for project, July 1 st -November 23 rd 2009	865

Qualitative Feedback – Mental Wellbeing

Project Name	What was measured?	How were people chosen?	How was information collected?	What were the common themes?	What differences (between people) did you notice?	How many people?
Active Wight	Mental Health First Aid	All people on course	Evaluation forms	<p>Despite the sensitive nature of the training course all candidates found the information easy to understand and to ask questions at the training,</p> <p>All candidates felt more equipped to identify and assist people with a range of mental health problems.</p>	None between people noted	154
Baby Explorers	Training sessions for parents on supporting baby development	Everyone on the course was asked	Evaluation forms	<p>Parents felt that after attending the course they:</p> <ul style="list-style-type: none"> • Understood their baby better • They could anticipate their babies needs • They enjoyed their baby more • Parents felt able to leave their baby in the crèche <p>Course leaders noted: Parents became more confident and able to express their feelings.</p>	None between people noted	30

Project Name	What was measured?	How were people chosen?	How was information collected?	What were the common themes?	What differences (between people) did you notice?	How many people?
Cook & Eat Bucks	Tutors' views of the impact of their cookery sessions ²⁸	Reports of course tutors	Tutor's end of course questionnaire	<ul style="list-style-type: none"> Learners not confident in cooking prior to attending course. Following course learners more confident in the kitchen and were experimenting more at home. Learners cooked more at home following course. Learners understood more about what meals were healthy following the course Learners became more sociable after attending course. One group set up a contact list to keep in touch after the course. Learners expressed interest in going on to a more advanced course following Cook & Eat. Learners now think twice before buying jars of food or 'warming up' dinners. 	None noted.	2

²⁸ Subject to bias.

Project Name	What was measured?	How were people chosen?	How was information collected?	What were the common themes?	What differences (between people) did you notice?	How many people?
For You Too	Impact of the whole project ²⁹	Everyone on the course was asked and took part	Interviews on film, emails, reflective journals, art work (photographs)	<p>Feelings of:</p> <ul style="list-style-type: none"> • peace, • enjoyment, • well-being, • raised self esteem, • reflection <p>Observations from</p> <ul style="list-style-type: none"> • Enormous differences in body language • Comments about how much better it was than anticipated (from young people) • Comments about how unusual it is for a whole group to be so positive (from a Health School staff member) • All the young people arrived with very closed guarded body language and this gradually relaxed completely (Social Worker, Artistic Collaborator, noted from film) 	See case studies	All
Go Well	Impact of Singing for the Brain work with people with dementia and stroke survivors	Everyone who came to the last session	Questionnaire	<ul style="list-style-type: none"> • Improved confidence: "It brings you out through doing something you wouldn't think to do by yourself" • Singing is easier than talking: "Singing is sometimes easier than talking" 	None noted.	5

²⁹ For You Too: " I think we have had a victory with the young people. They have created, enjoyed the process and the experience. They are not easy to be with. They are very volatile and quick to defend at the slightest thing; their defences are strong." (Artist).

Project Name	What was measured?	How were people chosen?	How was information collected?	What were the common themes?	What differences (between people) did you notice?	How many people?
Health & Wellbeing for People with Mental Health Problems.	Impact of taking part in programme.	Evaluation Feedback available to report author at time of writing – drawn from closed cases and completed Cook & Eat and Weight Management Programmes	Routine evaluation form Dietician report	<ul style="list-style-type: none"> • Increases in confidence • Benefits of meeting other people • Quality of Project Team • Desire for even more! • People exceeding the objectives initially set in their Personal Action Plan 	None noted	28

Project Name	What was measured?	How were people chosen?	How was information collected?	What were the common themes?	What differences (between people) did you notice?	How many people?
Healthy Mind, Healthy Body	Impact of project	We selected five members who have been involved in many different aspects of the project and have been involved in the three different strands. We have included three female and two male members of different ages and with varying abilities and mental health issues.	Interview based on a questionnaire.	<p>All 5 feel that they now look after themselves better by relaxation, good hygiene, and cutting down on alcohol. All of the members have improved self confidence which has impacted on their lives, such as, making it possible to join outside groups, improved relationships etc. All 5 members say that they are feeling more positive and happy and this is resulting in things like, being able to keep their house tidier, better budgeting, being able to enjoy their own company and being able to deal with issues from the past more positively.</p> <p>Overall all beneficiaries of the project are feeling very positive and had noticed benefits directly from the project. All were able to set realistic goals that they felt enthusiastic about achieving and are all very keen to carry on their involvement with the project.</p>	None noted	5

Project Name	What was measured?	How were people chosen?	How was information collected?	What were the common themes?	What differences (between people) did you notice?	How many people?
Mindful Employer	Action plans and feedback after conferences and workshops	Everyone at conferences/workshops asked	Questionnaire	<p>Increased knowledge and understanding of:</p> <ul style="list-style-type: none"> • mental health and its effects in the workplace including the business case, • Mindful Employer, • Resources that are available to help employers address mental health at work • How employers networks can help increase skills and act as a support network <p>Key lessons included:</p> <ul style="list-style-type: none"> • Improved understanding • Intention to speak to management about how to reduce stress and stigma” • Impact of stress on work/affects health of organisation • Understanding how Mindful Employer works • Importance of networking and partnerships • availability of resources through Business In The Community.” • “Mindful employers can save lives, as well as livelihoods.” <p>A local employers’ network meeting has since been held where 21 people attended.</p>	None noted	112

Project Name	What was measured?	How were people chosen?	How was information collected?	What were the common themes?	What differences (between people) did you notice?	How many people?
Naturally Active	Impact of walking group for older ladies	All members of one of the regular walking groups were asked to take part. All long-term walking groups will form future focus groups.	Focus group run and analysed by Jo Belcher. Further details in case study document.	<ul style="list-style-type: none"> • being able to cope with depression • combating isolation • relaxation <p>A recurring theme among all members of the group was the importance of 'company' and 'getting out' which was discussed in relation to a morale boost and having fun/ a laugh and generally feeling good.</p> <p>The relationships built up among members were also important. Two members reported that they "would miss" or had missed the experience of going to the sessions. When one member was recovering from an operation, the other members visited her so she could "keep up" with them all.</p>	The level of isolation affected the reasons for accessing the group. Those who were most isolated cited 'company' as a key reason for joining, while safety fears were more important to the member who was the least isolated.	3

Project Name	What was measured?	How were people chosen?	How was information collected?	What were the common themes?	What differences (between people) did you notice?	How many people?
Outreach & Resettlement Project		All clients were asked if they would like to contribute via art or words.	Evaluation forms/own submissions	<ul style="list-style-type: none"> • All of the women who took part in the programme identified an increase in their self confidence, self-esteem or sense of worth • Women reported feeling less isolated and making new friends • Women were made aware of tactics used by an abusive person. • Women were able to identify that they did not have a mental health problem. • Women who used the one to one service identified an increased feeling of independence. • Enjoyment of supportive time with children & other mums: • It's good to meet other mums who know what it is like • My children really look forward to it and so do I. • I love being able to laugh with my children again 		?

Project Name	What was measured?	How were people chosen?	How was information collected?	What were the common themes?	What differences (between people) did you notice?	How many people?
Prevention of Eating Disorders	Actions planned and general feedback following training session.	Everyone asked to fill out an evaluation form.	What changes will you make in your school/college as a result of this course? Any other comments?	<ul style="list-style-type: none"> to be more aware and vigilant of the signs of eating disorders to encourage self esteem to talk more to discuss and disseminate information to look at influences on the students through taught healthy eating, programmes of work, environments for eating. <p>Differences in changes they planned to make: Within one school the staff evaluating the workshop were not sure if they had a school policy to deal with eating disorders so planned to consult about policy or to create one. Staff from another school felt they had everything in place but that the information they had received through the workshop allowed them to refer more easily to the relevant department.</p>	Schools differed in response to changes they would make as a result. See themes section to the left for more detail.	273 completed forms.
Sheppey Community Involvement Project	Open-ended observation of course impact	All 8 Tutors asked and all course participants observed	Observations by the course tutors.	<ul style="list-style-type: none"> Increased confidence skills levels People left the classes smiling each week, and skills levels improved week on week 	None noted	All participants at current stage.

Project Name	What was measured?	How were people chosen?	How was information collected?	What were the common themes?	What differences (between people) did you notice?	How many people?
Vice to Health	Impact of support	All who have taken part in evaluation	Staff-led semi-structured interview	<ul style="list-style-type: none"> Attending Vice to Health activities means they have something to do regularly and this gives more structure to their life and means that they have a 'social' outlet which supports them to feel more positively about themselves. Users appearing more confident and having more positive relationships. Users feeling more confident about their lives, their parenting and the future (e.g. quotes from users 'when I'm better (drug free) I want to volunteer in a project like this', 'at least I can now give cheap healthy dinners to my kids', 'If you can live without crack (cocaine) then I can try to too' (one service user to another) 	None noted	25
WEBE (Promoting Health in Workshops)	Impact of unspecified class	Everyone asked and from people in staff forum	Survey	<ul style="list-style-type: none"> The class was challenging but also relaxing good to do straight from work a beginners class would be useful. <p>Lead's observations:</p> <ul style="list-style-type: none"> Reduction in stress levels Improvement in physical well being a continual increase in the numbers of people who attend. <p>The staff forum was:</p> <ul style="list-style-type: none"> useful they wanted it to continue over different localities some of them would take up the health and wellbeing opportunities. 	None noted	24

Project Name	What was measured?	How were people chosen?	How was information collected?	What were the common themes?	What differences (between people) did you notice?	How many people?
WEBE (Stress in the Workplace)	Impact of training	Everyone asked at one training session	Questionnaire	"Most people identified that the relaxation techniques were useful"	None noted.	12

Table 3 outlines key outcomes in mental wellbeing by project. Overall, m% or higher. As before, percentages in projects with lower numbers should be treated with caution

Capacity Building Projects

Two of the projects in chances4change have a specific remit to build capacity in the other projects – Building Blocks and Supported Volunteering Toolkit. Outcomes for both are reported below.

- *Learning needs assessment carried out. 95% of the projects who were surveyed (19/20 - representing 37% of the projects) had at least 1 learning need under Project Evaluation, Project Management, Generic Knowledge & Skills or Project Sustainability.*
- *Evaluation resource produced. Outline evaluation advice and reporting information sent to every project.*
- *Connections 2 networking event - 95% wouldn't have left out any workshops, 86% wouldn't have added to the programme. Qualitative themes reflect: plans to change work: "try to pull together a project working with older people", "look for ways of putting projects into place". Planning to increase networking as a result: "Trying to explore links with larger projects and partners", "Networking with new organisations."*
- *Evaluation Masterclass: All rated it as having practical, relevant use in project. Changes outlined as a result include: more in-depth work with specific projects, interest in using a standardised questionnaire and more detailed baseline information to be gathered.*

Training & Events – Capacity Building

Information for Building Blocks was provided from evaluation questionnaires and follow-up from events, survey-monkey survey and five in-depth interviews carried out by the Programme Manager.

Project Name	Training	How was this tested?	No. who increased their skills or knowledge	No. who perceived it as useful/relevant	No. who took part in evaluation	No. who took part in training overall	No. who report using training who responded at follow-up
Building Blocks	Project Management Masterclass	Evaluation form	11 (92%)	12 (100%)	12 (100%)	12	67%
Building Blocks	Evaluation Masterclass	Evaluation form		6 (100%)	6 (100%)	6	
Building Blocks	2 Day Social Marketing Course	Evaluation form by Brilliant futures	19 (100%)	19 (100%)	19 (66%)	29	11 (58%)
Building Blocks	RSPH Level 2 Accredited Understanding Health Improvement Course	Exam	7 (100%)	7 (100%)	7 (100%)	7 (100%)	Not yet available
Building Blocks	Evaluation Troubleshooting	Evaluation form	7 (100%)	7 (100%)	7 (100%)	7	Not yet available
Building Blocks	Raising the Game Connections 3	Evaluation form	14 (100%)	14 (100%)	14 (100%)	14	Not yet available
Building Blocks	Social Marketing Follow-up Workshop	Facilitated group discussions and feedback	n/a	19 (100%)	19 (83%)	23	Not yet available

Support – Capacity Building

Project Name	Type of support	How was this tested? (e.g. survey/phone calls)	No. who reported support was relevant	No. who took part on evaluation	No. who report changing practice as a result
Building Blocks	General support as required from team	Online survey	19 (82%)	23 (64%)	15 (68% of those who answered this question)
Building Blocks	Website	Online survey	221 (100%)	221 (47%)	n/a
Building Blocks	Partnerships Event	Online Survey	7 (70%)	10 (67%)	7 (70%) reported following up contacts as a result.

Qualitative Feedback – Capacity Building

Project Name	Part of project evaluation	How were people chosen?	How was the information collected?	What were the common themes?	What differences (between people) did you notice?	How many people?
Building Blocks	Evaluation Masterclass	Follow-up questionnaire sent to all projects	Online survey	Encouraged projects to use qualitative questionnaire with clients. Helped to clarify/narrow down key questions in returns template to projects		1
Building Blocks	Support	All projects who had received support (by March 2009) were asked to fill out a questionnaire.		<p>What was found most and least helpful:</p> <ul style="list-style-type: none"> • Having a team to contact in the case of need, • having evaluation support and troubleshooting advice <p>Two comments requested additional support:</p> <ul style="list-style-type: none"> • Need more advice on developing case studies for the website • Need 'sound new materials' for evaluating their project. <ul style="list-style-type: none"> • Changes to practice: • Changed risk assessment process • Changed evaluation of project: <ul style="list-style-type: none"> ○ clarifying reporting needs, ○ changing their evaluation to fit requirements of BIG, • Changed evaluation procedure of organisation: <ul style="list-style-type: none"> ○ General monitoring of work ○ Approach to evaluation overall 		

Project Name	Part of project evaluation	How were people chosen?	How was the information collected?	What were the common themes?	What differences (between people) did you notice?	How many people?
Building Blocks	All Level 2 query details (i.e. troubleshooting or development advice for evaluation).	Monitoring data on nature of queries		<ul style="list-style-type: none"> • Measurement problems (e.g. how to measure engagement or wellbeing in certain groups) • Making the evaluation appropriate to the client group (e.g. young children, people with dementia) • Demonstrating impact in one-off activities • Developing existing evaluations • Overcoming logistical problems in design (e.g. monitoring rolling programmes, managing follow-up work) • Understanding the difference between direct & indirect beneficiaries • Evaluating process outcomes • Sampling • Consent • Improving participation in evaluation • Evaluation of training • Quality checking • Qualitative reporting • Analysis • Find relevant research for project's approach • How to carry out qualitative work • Identifying funding streams for research 	Different projects have varying needs and experiences, as well as being at different stages of development. Therefore there is a constantly rolling range of support needs and troubleshooting requirements.	Total number of queries – 64.

Project Name	Part of project evaluation	How were people chosen?	How was the information collected?	What were the common themes?	What differences (between people) did you notice?	How many people?
Supported Volunteering Toolkit	Workshop	Those left at end of workshop	Anecdotal discussion plus observations of session by course leader/project lead	<ul style="list-style-type: none"> • There was a strong interest in learning more about the existing evidence base • Defining Moment –each group had a clearer picture of what SV means in terms of potential and effort required to achieve – e.g. some realised they were already undertaking SV • Lack of interest in working with other client groups (except those already engaged with) 	None noted	14

Outputs for Website & Support – Capacity Building

Project Name	Output info (e.g. website hits, downloads, support accessed, courses run (e.g. if training trainers to run, e.g. cook & eat classes)	How many/how much?
Building Blocks	Overall advice-giving contacts for evaluation support (this excludes administrative emails such as making meeting arrangements and leaving telephone messages. It only includes contact where some advice has been given to a project over email, telephone or in person).	790 so far
Building Blocks	Different queries* undertaken since July 2009	115
Building Blocks	Different levels of advice given (July – December 2009) ³⁰	39% Level 1, 56% Level 2, 5% Level 3. ³¹
Building Blocks	Proportion of types of support by query. See the qualitative section for breakdowns of types of queries undertaken at Level 2. See Figures 1 and 2. These show the proportions of queries at each level over the last three quarters. Increases in Level 1 queries reflect the Evaluation Audit undertaken last quarter to ensure all projects are able to meet minimum reporting requirements.	
Building Blocks	30th June 2008 (which is when the website went live) to the 7th Dec 2009 we have had. Please note that this is unfortunately the most accurate figure we can get as some of the 'unique visitors' are search engines that access the website in order to keep their search engines up to date (e.g. Google bots). We have rectified this as From June 2009 we have moved our stats to a different systems, which provides us with accurate data.	31,268 unique visitors to the website
Supported Volunteering Toolkit	Website- www.chances4volunteering.org (01 Dec 08 – 30 Nov 09)	3210
Supported Volunteering Toolkit	Unique Visitors	1048

³⁰ **Queries** – the individual issues or questions raised by projects rather than contacts overall.168

³¹ **Level 1 advice is Basic Monitoring** – signposting to toolkit & key resources, stating minimum standards.

Level 2 advice is Additional Support – coaching projects and collaboratively seeking alternatives where Troubleshooting or extra support is required.

Level 3 advice is In-depth evaluation – Detailed analyses of process and impact of project. Exploratory focus with some outcome evaluation where quantitative methodology or tools are inappropriate.

Project Name	Output info (e.g. website hits, downloads, support accessed, courses run (e.g. if training trainers to run, e.g. cook & eat classes)	How many/how much?
Supported Volunteering Toolkit	Number of stories from around the UK posted to the <i>Supported Volunteering in the News Page</i>	220
Supported Volunteering Toolkit	Site Registrations (pre-October; new site does not take registrations in same way)	45
Supported Volunteering Toolkit	Twitter Micro-blogging Followers	

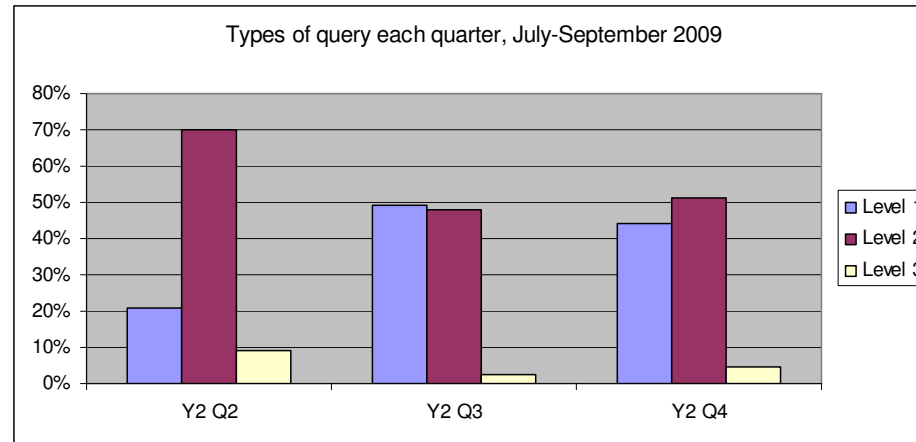


Figure 1. Types of query each quarter, July-September 2009

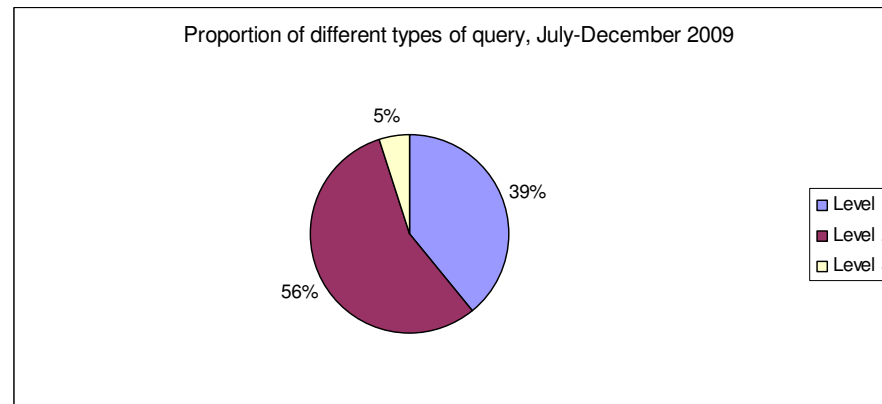


Figure 2. Proportion of different types of query, July-December 2009.

Unexpected Outcomes

Tell us about any unexpected outcomes you achieved this year. Tell s what the outcome was, how you measured it and when you achieved it.

Project	What was the unexpected outcome?	When was it achieved?	How was it measured/picked up?
Activate!	Increased confidence on the part of service users who assist the facilitator with delivery of training.	Through the recovery conference initially (March 09) and has since become a regular feature of the training we deliver Service User testimonies are also commented on by recipients of training as a feature which make the messages more powerful and the input more memorable	Verbally fed back by the service users themselves/ evident in their subsequent delivery.
Active Surrey – Breaking the Tape	Have influenced Sport Unlimited project in Surrey to ring fence 10% of annual funding to disability projects.	May 2009	Publicised at application stage (for phase 2 of current year) and has resulted in £8,500 being allocated out of a total £60,000 budget.
Active Surrey – Breaking the Tape	Have influenced local authority sport & physical activity plans to include direct mention of disability sport	Since January 2009	As plans are re-written, direct reference is made. For example, Epsom & Ewell Borough Council (draft published December 2009).
Active Surrey – Breaking the Tape	Have influenced south east 2012 legacy plan to include disability sport as one of the 3 main themes.	March 2008	Evidenced in South East 2012 legacy plan.
Active Workplace	Stop smoking programmes run	Ongoing	Part of the audit
Active Workplace	251 people took out a gym membership during a joint promotion	During National Obesity Week	Number of memberships sold
Active, Healthy Crawley	Working with BME groups, you have to take into consideration festivals / fasting / trips away / weather	na	Low participation / varying

Project	What was the unexpected outcome?	When was it achieved?	How was it measured/picked up?
Active, Healthy Crawley	Faced unexpected difficulties in doing sustained work with people with mental health problems. More aware now of the impact of medication and mental health on participation levels and engagement.	na	Low participation / varying
Active, Healthy Crawley	Generally - Walkers seemed to exercise daily / more	Recorded through core question	When inputting data
Am I Bovvered?	We had not planned to conduct a focus group with the parents to understand their attitudes of girls and physical activity	July 2009	Focus group conducted using an interview schedule; data was transcribed and analysed
Am I Bovvered?	We anticipated that the rate of attrition would be high – however we had not expected that this would impact on the overall size of the sample, data collection and the results.	N/A July 2009	Through the dissemination of the post-intervention questionnaire We had followed up the reasons for the girls' withdrawal through an attrition survey
Baby Explorers	The programme has been a lot more popular than expected and currently we can't provide the number of programmes that professionals would like us to facilitate in the district. Additional funding is being applied for from variety of funding sources	On going	Referral rates.
Building Blocks	As a result of the Social Marketing Course and Follow-up Workshop, a Social Marketing Network has been set up to meet twice a year to share practice and learning.	June 2009	Through group discussions

Project	What was the unexpected outcome?	When was it achieved?	How was it measured/picked up?
<p>chances4change portfolio</p>	<p>Jayne Turnbull (South Central Strategic Lead for World Class Commissioning) was one of the Commissioners in the workshop For You Too attended and presented at.</p> <p>Jayne was really impressed by the diverse range of projects within chances4change. Jayne was particularly blown away by this project, where she said there were some great outcomes being produced on a small number with a small budget. She saw the impact your project is having on the lives of the individuals you work with is really important. She said the workshops had given her a lot of food for thought in terms of how as a Commissioner can she ensure that small projects such as For You Too are not lost in the world of commissioning.</p>	<p>September 2009</p>	<p>Em Rahman and Mary Shek, engaging with Commissioners for a portfolio-level event.</p>
<p>Community Cookery Development</p>	<p>I was a little sceptical about taking on trainees as I wasn't sure that I would be able to support them adequately. But it has been an easy and rewarding with very positive outcomes. Both trainees have excelled and gone on to do independent work as well as work for the project.</p> <p>I have in effect put into the work place two more Community Chefs who will continue to teach people to cook, motivate and inspire which are the main aims of this project. I will continue to support both trainees and will take on a third person in the new year</p>	<p>April 2008- present.</p>	<p>Through undertaking the traineeships.</p>

Project	What was the unexpected outcome?	When was it achieved?	How was it measured/picked up?
Community Food Workers	The Mill mental health drop-in service saved money by using the Food Bank, after our involvement stimulated discussions on sourcing food.	2009	In reporting by The Mill staff.
Community Food Workers	Parents at Cuddesdon Corner Children's Centre set up their own mini soup café after cooking sessions got them excited about catering.	2009	Through visits to the centre.
Community Food Workers	Improved behaviour of children involved in the family Grub Club, including one boy with ADHD.	2009	Conversations with parents and end-of-course reporting.
Community Food Workers	This one is more of an unexpected trigger – Christine's bicycle was stolen, and local children helped her to retrieve it, demanding healthy eating sessions as a reward!	2009	Through reporting by Christine.
Community Growing	The disability group have some highly computer technical people who have introduced flickr and facebook link and mini films of the adult growing sessions.	Spring time	
Community Growing	Excluded youths have attended half day training course in Hastings and one has signed up to 30 week growing course.	September	Bookings
Cook & Eat Bucks	Enthusiasm of students to do accreditation and from this course to return to other learning	Spring/summer 09	Class visits and student feed-back

Project	What was the unexpected outcome?	When was it achieved?	How was it measured/picked up?
<p>Cook & Eat Surrey</p>	<p>2 family support workers have attended the training. They wanted to use the skills/knowledge in their one to one work with their clients. These are families whose children may be taken into care and they work with them to improve their parenting skills</p> <p>Feedback from the family support workers is that cooking with families is a good way of breaking the ice and producing a relaxed atmosphere to discuss difficult issues</p> <p>Quote from family support worker <i>"As for my clients motivation it is still difficult today was hard work it took me over an hour to get her even into the kitchen although I really did pump all the healthy diet stuff for herself and the baby and I think she did take some on board."</i></p>	<p>Feedback was received a week after the training</p>	<p>By e-mail</p>
<p>Detached Play Workers</p>	<p>A number of young people have been offered coaching at local sports clubs through the links the team have with these clubs. The take up of this has been low due to the young people having either a lack of money to join the club or being unable to attend the coaching sessions due to a lack of transport. Following discussions with the local schools it was established that the schools had funds available to assist in the cost of joining local clubs for those young people who were keen and had an interest. As such it has been agreed that, where the play team identify young people who would benefit joining a club and who would like to do so, the play team will let the local schools know so that they can follow the interest up.</p>	<p>Not noted</p>	<p>Through project work.</p>

Project	What was the unexpected outcome?	When was it achieved?	How was it measured/picked up?
Family Cookery	Two families now meet on a weekly basis and cook meals for each other	Following the cookery course in quarter 3	Participants spoke to key worker telling them that they would miss the cooking lessons and are now meeting at one another's homes.
Family Cookery	Families on Nov/Dec course said they would like to learn how to cook a Christmas dinner as they had not done so before. A Christmas cooking session was organised with a party for the children.	December 14 th 2009	Participants talking to tutor and outreach worker
For You Too	M from the YOT group wanting to become involved in the maintenance programme	At the end of the 2 days activity and subsequently	On film and by his social worker but unfortunately M received a custodial sentence and this has led to his complete disengagement
For You Too	J from the YOT team showing empathy and consideration towards Pauline Alexander the deafened artist	Day one of the activity	A conversation between Pauline and J, referenced in Lucy Medhurst's reflective journal The girl talked to Pauline about her hearing loss in a sympathetic way: "It must be horrible to be deaf". "Although they were hesitant and uncomfortable with using the Radio Aids they were respectful and sometimes compassionate around my hearing loss during the two days" Pauline Alexander

Project	What was the unexpected outcome?	When was it achieved?	How was it measured/picked up?
<p>Fresh Ideas Network</p>	<p>The South East Regional Networking Event had to be cancelled as we only received 14 registrations in a period of 4 weeks. This was not anticipated as our previous 3 events had been oversubscribed</p> <p>If was to be based on Open Space Technology – allowing more freedom for delegates to guide the shape of the day and decide on the issues/topics to discuss and provide more opportunity to share learning. The aim was for the project to find out more about projects’ needs and facilitate peer support.</p>	<p>November 2009.</p> <ul style="list-style-type: none"> • 	<p>Follow-up feedback found two key reasons:</p> <ul style="list-style-type: none"> • Event Format. There was a preference for an event format that provided presentations and workshops • Location. There was also a general reluctance to travel to London for an event, particularly if the event did not appear to offer concrete opportunities to gain knowledge and improve skills. <p>Future events will be more local to projects and stick to a more traditional format – but with creative aspects woven in to the activities.</p>
<p>Get Active</p>	<p>Many people (with mental health problems) derive great benefit from the company, friendships and teamwork that comes from participation in Get Active</p>	<p>Throughout the project</p>	<p>Comments on Feedback forms Observation</p>

Project	What was the unexpected outcome?	When was it achieved?	How was it measured/picked up?
<p>Get Real About Health</p>	<p>When Football Club first started we had enough young people to run a 5 a-side, 1 hour session. Two years on and we are seeing on average 20 – 30 young people, both male and female attending the sessions. Each quarter new young people turning up to join, with at least 6 other young people from the Foyer watching and supporting, each week taking the total to 36 young people at Football Club on some evenings.</p> <p>When the Football Club first started, the members were from the Foyer only, but this has unexpectedly expanded to now include original young people in Football Club from two years ago, established young people from IWIGTS partnership, and young people from a training provider from the Isle of Wight as part of their E2E training programme. Ex residents who have moved on to external accommodation (spanning back around 1 – 2 years), current Portsmouth Foyer Move On residents and young people who have moved on from the training provider on the Isle of Wight.</p> <p>A good majority attend every week and use the session as a social event to meet up with old friends, gain support from young people and Foyer staff they have built a trusting relationship, this also gives the young people some minimal contact with the Foyer services, and helps maintain some basic structure in their lives and improve their health and mental wellbeing.</p>	<p>Ongoing Throughout Year 1 and Year 2 of the programme</p>	<p>Attendance Registers Applications to attended other football development days Football Case Studies Individual Health Plans – Physical Action Plan and Physical Personal Statement Sections</p>

Project	What was the unexpected outcome?	When was it achieved?	How was it measured/picked up?
Get Real About Health	The beach soccer event on the Isle of Wight with the island training provider IWIGTS came at exactly the right time as we had many new young people joining the programme. The beach soccer event gave the young people a chance to get to know one another, bond as a group, which then in turn helped each of them engage in other Foyer training options without the added challenge of not knowing anyone. This has shown to be very unexpectedly effective with young people going on to gain extra qualifications and even employment options.	Ongoing Throughout Year 1 and Year 2 of the programme	Applications to attended other football development days Football Case Studies Individual Health Plans – Physical Action Plan and Physical Personal Statement Sections
Go Well	The feedback from Wii activities carried out in day centres revealed that this activity did not increase daily activity levels at the centre as it replaced another planned activity. However, this finding should not detract from the enjoyment that participants gained from taking part in this competitive activity including the observed improvement in hand eye co-ordination (not measured in the questionnaire, but observed by tutor).	N/A	Post session questionnaires revealed that 7 (87%) said they would like to continue doing the Wii activity. 50% found the activity “very enjoyable” and 25% found it “enjoyable”.
Go Well	Making new friends	Celebrating Age Festival – Healthy Eating October 2009	Telephone interview
Healthy Mind, Healthy Body	Leatherhead Clubhouse fundraising calendar that the photography group created	Completed in December 2009	Through the integration of the project into the life of the Clubhouse
Healthy Mind, Healthy Body	Independence of the Women’s Group- Group separating to peruse personal interests	Ongoing	Through planning meetings and a review meeting
Healthy Mind, Healthy Body	Change in Lunches and food provide at Clubhouse- A strong demand for more healthy food	Ongoing	Through the Annual survey, meetings and demand

Project	What was the unexpected outcome?	When was it achieved?	How was it measured/picked up?
Naturally Active	The groups have taken ownership of their weekly walks by planning trips when we were not able to deliver for a few weeks due to other commitments. I think the social aspect that the walks and activities bring, is something that scores very highly for these groups and helps support their regular attendance.	2009	
Naturally Active	One of our Asian groups commented that the trip helped them with their English language skills and for many it was their first time out in the local countryside. Fears of racist abuse had deterred members from using green spaces on their own following verbal abuse in parks and even outside one member's house.	November 2009	2 nd focus group (to be developed in the New Year and potentially supplemented by interviews).
Naturally Active	Particularly with the local walking groups we have helped to bring down some of the barriers around isolation. Some of our clients live on their own, and do not always have opportunity to meet with other people.	June 2009	Focus group
OPAL	Benefits to volunteers. The positive feedback received from our volunteers on being an "OPAL visitor". The structured role which the project provides is providing them with more self confidence and sense of worth from helping others in their community	On going	Anecdotal.
OPAL	Highlighting the lack of befriending groups in the county. This has now been picked up as an action for 2010/11 in the Hampshire Old Peoples Well Being Strategy and action plan	On going	From OPAL visiting feedback forms

Project	What was the unexpected outcome?	When was it achieved?	How was it measured/picked up?
OPAL	Local data. OPAL volunteers developing local sources of information, linking in more with existing local groups to provide data on local opportunities on their OPAL visits. Developing close links with the Community Innovation Teams Development workers	Ongoing	From meetings with the volunteers and samples of the local data they have collated.
Outreach & Resettlement Project	<p>Women who have attended the Freedom Programme found several of the sessions difficult to deal with, specifically those sessions dealing with effects of domestic abuse on children and the role of the father. Many of the women choose to complete those difficult sessions in the next run of the programme or complete the whole programme again.</p> <p>Women have said that they feel able to attend other groups run by HWA and feel more confident to attend without support.</p>	This was achieved over the course of the programme.	Numbers attending Freedom are monitored and numbers always decline significantly for the three sessions dealing with children.
Postural Stability	Weight loss by participants: "One lady (78) has lost a stone through careful eating, diet programme and the exercise. Also one man (89) who was a little over-weight reports losing half a stone, he reported doing more exercise at home and walking regularly." The PS programme is primarily about falls prevention, not losing weight!	Throughout the programme	Quotes, case studies, assessments
Prevention of Eating Disorders	Schools have requested further workshops for students (sixth formers) which they have funded themselves	This work was referred to the specialist dietitian that conducted the Eating Disorders Awareness workshop to staff	Through enquiries made by schools both prior to and after the workshop to staff had taken place

Project	What was the unexpected outcome?	When was it achieved?	How was it measured/picked up?
Reading Health Activists	3 members of a walking group led by the Health Activists are going on to be trained to be volunteer walk leaders.	Autumn 2009	Feedback from staff.
Sheppey Community Involvement Project	Forging links and relationships between young mums and older females in the community	October 2009	We had some qualitative feedback in which the older ladies expressed their happiness at being able to pass on some housekeeping and budgeting tips to the younger mums in the group.
Sheppey Community Involvement Project	We have managed to include some socially excluded people on mainstream courses.	November 2009	Some users of the local mental health resource centre have begun to access our courses since I have been involved in their service users meetings and have got to know the team.
Soundbites	The levels of awareness of healthy eating among adults and older people accessing the project were very low, despite significant advertising and media interest.	2009	The feedback questionnaires were returned anonymously after the event.
Soundbites	All the children enjoyed learning about healthy eating through a Shakespearean sonnet. Imaginative verses generated valuable classroom discussion and were used to construct an original song.	In the compositional phase of the project, prior to the concert in July 2009.	The children, working in pairs, submitted their rhyming couplets in verse and as a drawing. One was chosen from each school and turned into music with the children, and used within their collective pop song.
SPAA	Socialisation	During the sessions	Questionnaire
SPAA	Escapism	During the sessions	Questionnaire
SPAA	Sense of belonging (inclusion)	During the sessions	Questionnaire
SPAA	Getting more volunteers than expected/ needed	Throughout the project	More were turning up than required
SPAA	Appreciation of 'able bodied' relatives to be able to join in during inclusive activities	When relatives attended sessions in a caring capacity and found they were able to join in	Informal feedback

Project	What was the unexpected outcome?	When was it achieved?	How was it measured/picked up?
SPAA	Making new friends	During the sessions	Participants filling in a 'well being fund evaluation form'
SPAA	Learning to enjoy exercise	Throughout the project	Questionnaire
SPAA	Felt more healthy	After sessions	Questionnaire
SPAA	It bettered the participants' mood	During and after sessions	Questionnaire
Support to Community Cafes	Eat wells Café has been able to use its position to initiate healthy eating courses, offering its premises as a base for the course where the manager has become the trainer. By working in partnership with Age Concern and the Carer's Centre, the café manager has been able to use developing and running the courses to provide sustainability for the café.	This began in the summer - 2009	It has been measured by the increase in demand from local residents. This unexpected outcome has been picked up by the community cafés worker.
Vice2health	Services users report that being involved in positive activities on a regular basis impacted positively on their ability to reduce substance use thereby improving their physical wellbeing, and feel better about themselves and life generally	On -going	By the 3D Vice to Health evaluation tool (attached) and by observations and conversations with 3D Project Workers
Vice2health	Kitchen Club (cooking group) not only enables users to learn about healthy food but enhances basic skills (e.g. numeracy and literacy)	On-going	As above
Vice2health	Through the group activities users have learned about co-operation, commitment and team work	On-going	As above

Project	What was the unexpected outcome?	When was it achieved?	How was it measured/picked up?
Vice2health	Supporting users to reduce and stop using substances and sex work has an obvious direct benefit to physical well being as it reduces the harm and risk of harm caused by drugs and alcohol (e.g. less risk of BBV, STD, liver damage, blood clots, stroke, vulnerability to a variety of conditions etc). Users demonstrating less involvement with specialist or emergency health treatment and more uptake of mainstream primary healthcare (e.g. registration with GP surgeries)	On-going	As above
VitaliSE	Four sub regional networks were launched at our CPD event Growing Up. These networks have continued after the event and we have secured funding for them from Youth Dance England. Membership is increasing on a weekly basis.	Funding for the networks ongoing until March 2011	These networks are being managed by Hampshire Dance
VitaliSE	Udify Dance Company who attended the networking event have initiated a range of youth dance projects through contacts they made. These have included a youth company commission, a performance and workshops.	March 2009	Follow-up emails to attendees
VitaliSE	Two individual dance practitioners have reported that they have established new classes for young people through contacts they made at the event.	March 2009	Follow-up emails to attendees

Project	What was the unexpected outcome?	When was it achieved?	How was it measured/picked up?
WEBE – BodySmart	With the dads and lads cricket it was supposed to be just a few sessions to see if there was an interest. Because of its success they continued it for another half term, despite not being in the season. The client base at Godolphin were really keen for the activities to continue for the next year but wished they were more regularly set up and advertised so they could organise their week s in advance.	During the first half of the Autumn term During the summer term	This was picked up by the staff of the school through discussion with the pupils at the school and also the parents of the boys whilst talking with them informally at the sessions Through discussion between the community parent worker at the school and the parents
WEBE - Getting Into SHAPE	Loss of the project manager was very significant and, despite having interim measures in place for six months, the administration of the project did unfortunately suffer		Project manager eventually recruited in Oct '09 and all the processes and procedures are being put back into place even more stringently than before
WEBE - Promoting Health in Workplaces	Improved communication, ideas for health and wellbeing, weekly recipe and sign-up of PCT staff to Body Blitz	In the staff forum and through Health & Wellbeing stand at King Edward VII Hospital	Through evaluations, staff ideas and measuring of number signed up.
WEBE - Theatre & Drama Workshops	The Peer Performance Project identified some children having problems with authority, teamwork and low self esteem. The skill of the theatre group managing them helped them face their fears and perform to the rest of the school.		The students with 'challenging behaviour' managed to work very effectively as a team and did support one another. This led to great euphoria post performance and gave them a huge boost.