



HLF Project Evaluation of *Heathlands Reunited*



**Evaluation
Report Year
I – Final**

**18th
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**Collingwood
Environmental**

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Executive Summary

This report covers the approach to the evaluation of the *Heathlands Reunited* project and evaluates the project at the end of Year 1.

The *Heathlands Reunited* project is being led by the South Downs National Park Authority in partnership with 10 other organisations. The five year project is supported with funding from the Heritage Lottery Fund (HLF) and project partners.

Heathland covers just 1% of the South Downs National Park. It supports a wide variety of specialist birds, rare insects and butterflies, as well as all twelve species of native reptiles and amphibians. However, much of the heathland is fragmented resulting in isolated plants and animals which are far more vulnerable to local extinction. The purpose of the project is to address the various threats to heathland habitat within the National Park:

- Fragmentation of habitat
- Uncontrolled and extensive wildfires
- Lack of appropriate management
- General loss of heathland habitat
- Lack of awareness and understanding- public and land managers
- Human (and dog and cat!) pressures
- Climate Change- shifting natural range but not soils

Evaluation approach

The evaluation of the *Heathlands Reunited* project is being carried out with respect to the HLF intended outcomes, namely:

- Heritage will be – better managed, in better condition, identified/recorded
- People will have – developed skills, learnt about heritage, volunteered time
- For communities, environmental impacts will be reduced; more people and a wider range of people will have engaged with heritage, the local area/community will be a better place to live, work or visit.

A theory of change approach has been used to structure the evaluation and a logical model produced which illustrates the anticipated changes from inputs to activities, outputs, outcomes and impacts. A set of evaluation questions and indicators have been devised to explore the different elements within the logical model.

Data for use in evaluation will be collected throughout the course of the project and through externally facilitated review sessions and focus groups held with project partners, volunteers and local communities at the end of Years 1, 3 and 5.

Year 1 evaluation results

To what extent were outputs achieved?

The project was successful in establishing **governance structures and processes** including a Project Steering Group involving project staff and a selection of partners. However the governance mechanism was not felt by some partners to adequately involve delivery organisations.

In terms of the **restoration and creation of heathlands habitat**, the project undertook works on 39.75 ha of land, just over half of the area planned to be managed, restored or created in Year 1 (72.25 ha). The main reasons for not achieving the target for Year 1 was that Year 1 bracken spraying activities were postponed because the project started later than expected and by the time activities were up and running, the season for bracken spraying had passed. Works were undertaken to create 3 km of corridor, which represents one third of the total to be created during the project (9 km). Overall, while

progress with the restoration and creation of heathlands habitat has been slower than expected, the reasons for not achieving as much as expected relate to a situation that is specific to Year 1 and the delayed activities have been programmed to be carried out over the remaining four years.

The activities planned for Year 1 to **inform people and local communities about their heathland heritage** were partially achieved. The project's web page link received 3416 page views between August 2016 and August 2017. Some progress has been made in creating interpretation trails and installing interpretation boards, which are due to be completed in Year 2. A successful themed talk was held on 'Heathlands for Humans'.

Activities to **engage people and communities** were generally extremely successful, with some 3,000 members of the public attending the annual 'Secrets of the Heath' event at which *Heathlands Reunited* was launched. Feedback from partners and participants was very positive. The less successful 'Lynchmere Across the Ages' was a new event which was intended to take the 'Secrets of the Heath' message to local audiences. The project has identified learning from this experience and is seeking to promote the next local event more widely and to more targeted audiences.

A very high number of activities were held to **involve local people and communities** with their heathland heritage, with mixed results. All the events were very well received and considered to be well-organised with valuable content. The most successful events were clearly targeted at receptive audiences, such as the Take the Lead activities for dog walkers and the Fixed Point Photography training. Other high quality training events and workshops were not as well attended as expected, which might have been due to the limited publicity.

How well were outputs achieved?

The continued commitment and support of partners in the *Heathlands Reunited* project's **implementation and governance** has been positive, with all partners playing an active role. This builds on previous joint initiatives but is a significant achievement of the project, bearing in mind the large area covered and the limited resources of individual partners. Partners mentioned the effective branding of project with an attractive logo and innovative communications, for example around the Take the Lead campaign.

While progress on the **restoration and creation of heathlands habitat** has been slower than expected, the project team and participants were confident that the approaches taken were effective. In particular, the flexible approach taken by the project, with activities being rescheduled to fit with weather and natural conditions had ensured that the best use was made of resources available, rather than the emphasis being on meeting targets for the sake of ticking boxes, was welcomed by partners.

The public events run by the project so far have been very successful in **informing people and communities about different aspects of heathlands**, from habitats and wildlife to heathlands history and culture. A range of different activities have been organised, appealing to different audiences and interests. The challenge that still needs to be addressed is to target communications effectively to make sure that high quality events are getting the audiences they deserve.

Problems with communications may also be affecting the **involvement of local people and communities**. Volunteering levels for the project as a whole are high, but this may reflect the established work of a few national organisations such as the RSPB rather than the situation across the project as a whole.

Learning and recommendations

Overall the project has developed strong support and interest. The main recommendations coming out of the Year 1 evaluation relate to improving forward planning and publicity for events and developing more centralised data storage to facilitate assessment.

1. Introduction

Background

The *Heathlands Reunited* project is being led by the South Downs National Park Authority, on behalf of project partners (Box 1). The five year project is supported with funding from the Heritage Lottery Fund (HLF) and project partners.

Box 1: *Heathlands Reunited* project partners

South Downs National Park Authority (SDNPA)
 Amphibian and Reptile Conservation (ARC)
 Forestry Commission (FC)
 Hampshire and Isle of Wight Wildlife Trust (HIWWT)
 Hampshire County Council (HCC)
 Ministry of Defence (MOD)
 National Trust (NT)
 Natural England (NE)
 RSPB
 Sussex Wildlife Trust (SWT)
 The Lynchmere Society

Heathland covers just 1% of the South Downs National Park. It supports a wide variety of specialist birds, rare insects and butterflies, as well as all twelve species of native reptiles and amphibians. However, much of the heathland is fragmented resulting in isolated plants and animals which are far more vulnerable to local extinction. Background information on *Heathlands Reunited* is illustrated in Figure 1.

The purpose of the project is to address the various threats to heathland habitat within the National Park:

- Fragmentation of habitat
- Uncontrolled and extensive wildfires
- Lack of appropriate management
- General loss of heathland habitat
- Lack of awareness and understanding- public and land managers
- Human (and dog and cat!) pressures
- Climate Change- shifting natural range but not soils

This is to be achieved through the *Heathlands Reunited* project aims, which fall under two categories: Heritage aims:

- Manage 340ha of existing heathland habitat to maintain good condition (equivalent to Natural England's 'favourable conservation status' for heathland SSSIs).
- Restore 582ha of existing heathland habitat to achieve good condition (equivalent to Natural England's 'favourable conservation status' for heathland SSSIs).
- Increase/re-create 66 ha of new heathland habitat
- Reconnect heathland sites in the project area by creating 9 km of wildlife corridors.
- Improve habitat for key heathland species by creating patches of bare ground.
- Creation and implementation of a legacy plan for heathlands in the project area.

People and community aims:

- Inform people and local communities about the heathland heritage.
- Engage people and local communities with the heathland heritage.
- Involve people and local communities with the heathland heritage.

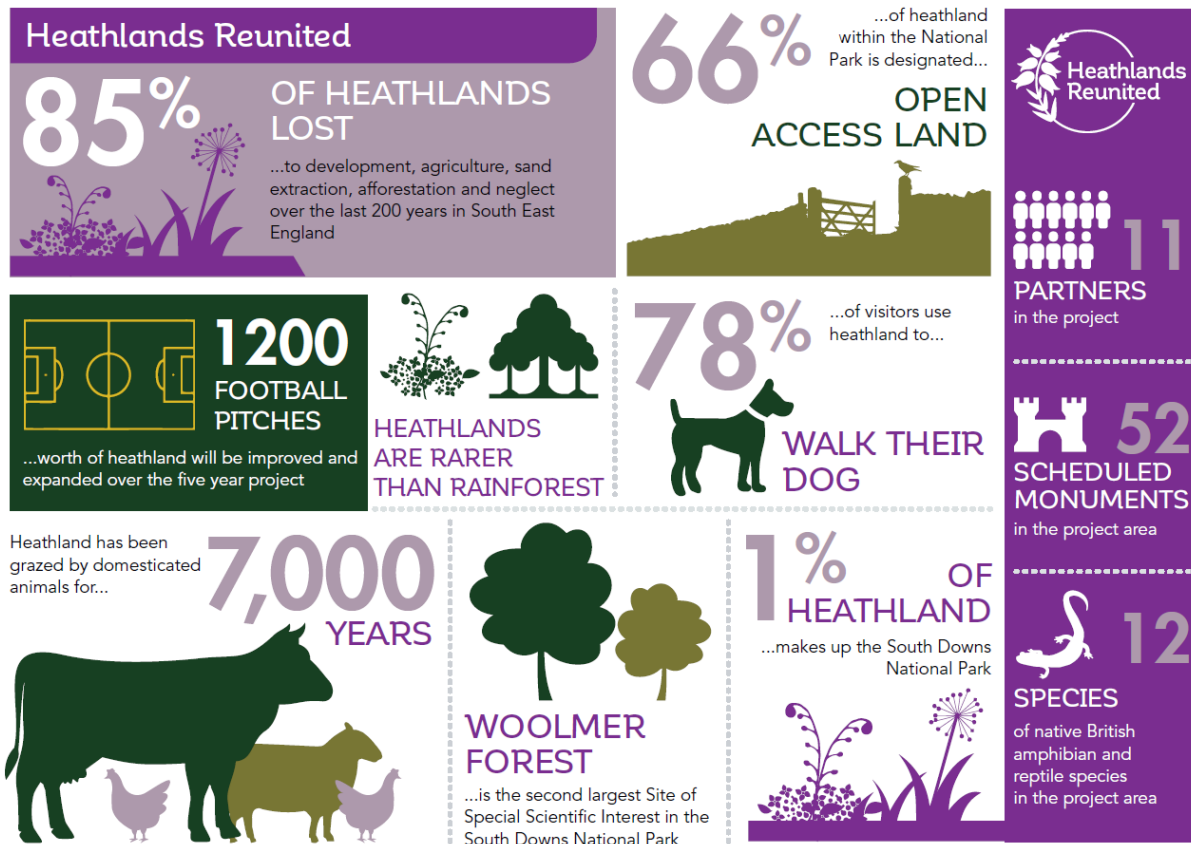


Figure 1: Heathlands Reunited info graphic.

The SDNPA requires external support with the evaluation of the impacts of the *Heathlands Reunited* project on the HLF intended outcomes, namely:

- Heritage will be – better managed, in better condition, identified/recorded
- People will have – developed skills, learnt about heritage, volunteered time
- For communities, environmental impacts will be reduced; more people and a wider range of people will have engaged with heritage, the local area/community will be a better place to live, work or visit.



Heathlands Reunited launch event at Petersfield Heath, group picture with stakeholders, 3/9/16.
Photographer: Anne Purkiss.

Purpose of the evaluation

The aims for the monitoring and evaluation are with respect to:

- 1) **HLF**, to meet evaluation requirements of the main funder HLF
- 2) **Impact**, to understand what difference the Project has made, in particular in terms of tangible ecological and heritage impacts, and community engagement
- 3) **Project management**, to provide information as the project is being delivered to inform its ongoing management and delivery, suggesting adaptations if required and building on what is working well
- 4) **Accountability**, enable the project to demonstrate accountability to the community, by showing that the money is being spent well and the project is being delivered effectively
- 5) **Legacy**, to build up a body of evidence to demonstrate to partners, funders and others about what works, in order to inform future work.

Timing of the evaluation

This report covers Year 1 and the early part of Year 2 up to the end of July 2017. As the Year 1 Review Session could not be held until July the report covers some Year 2 activities.

2. Evaluation Approach

This section presents the approach to the *HLF Project Evaluation of Heathlands Reunited*.

Context

A Monitoring and Evaluation Plan was produced as part of the application for funding to HLF. The plan provides a detailed framework for the evaluation of *Heathlands Reunited* with guidance to assist with the monitoring of the project. While many elements of the plan are useful, the methods of monitoring and evaluation were considered to be more detailed than necessary by the project management team (that includes key personnel leading elements of the project internally) and so a review of the plan was undertaken.

Review of Monitoring and Evaluation Plan

The Monitoring and Evaluation Plan used a theory of change as the basic structure for the evaluation. A theory of change is a standard approach for use in project evaluation and so elements were incorporated into the re-design of the evaluation framework. However, it was felt that a restructuring of the theory of change was necessary to reflect project implementation and desired impacts.

The review consolidated the information contained within the Monitoring and Evaluation Plan and took account of the needs expressed in the Invitation to Quote and at the Inception meeting.

Evaluation framework

A re-design of the evaluation framework has been based around the HLF intended outcomes, namely:

- Heritage will be – better managed, in better condition, identified/recorded
- People will have – developed skills, learnt about heritage, volunteered time
- For communities, environmental impacts will be reduced; more people and a wider range of people will have engaged with heritage, the local area/community will be a better place to live, work or visit.

‘Governance’ has been added as a key element of the framework to enable evaluation of the success of management arrangements, lessons learnt, etc.

Each of these four elements (heritage, people, communities and governance) has been used to structure the logical model/theory of change (Appendix A).

The project management team also required the evaluation to take account of the following (highlighted in bold text in Appendix A):

- Lessons learned and key challenges for the project
- Whether deeper levels of understanding and participation and engagement were achieved through volunteering
- Whether the project has fulfilled its conservation maintenance objectives
- The effectiveness of opportunities that were provided to enable people to get actively involved in the project
- Whether learning and participation opportunities were open to all, and that hard to reach groups were particularly encouraged and supported to get involved.
- Elements of the project’s governance and ways of working contribute to achieving outcomes
- Partnership working – strengths & weaknesses
- Wider benefits have come from the collaborative approach to delivering *Heathlands Reunited*
- Development of sustainable approaches to Heathland Management e.g. biomass
- Development of better and more sustainable relationship between communities, their heathland and those who have responsibility for managing it?

- Achieving influence beyond the project area
- Improved status for Heathlands as an important habitat within the National Park.

In addition, the following expected outcomes from activities within the Activity Plan were incorporated into the logic model/theory of change.

| Aim | Outcome |
|---|--|
| 1. To inform people and local communities about the heathland heritage (inform / raise awareness) | 1. A. People will have an increased interest in, and understanding of, heathland biodiversity, landscapes and cultural heritage 1.B. People and local communities will know more about the heathland sites of the project area, and what opportunities these sites can provide for them (e.g. recreational opportunities) |
| 2. To engage people and local communities with the heathland heritage (engage / encourage /inspire) | 2.A. A wider range of people and local communities are using heathland sites. 2.B. People will have had an enjoyable experience at heathland sites. |
| 3. To involve people and local communities with the heathland heritage (Involve / participate) | 3.A. People will have changed their behaviour, using heathland sites more considerately and sustainably. 3.B. More people and local communities will have actively participated in conserving the heathland heritage. 3.C. More people trained in new skills. |

Logical model/theory of change

The logical model/theory of change illustrates the follow through from inputs to impacts and the anticipated changes at each stage of the project (Figure 2).

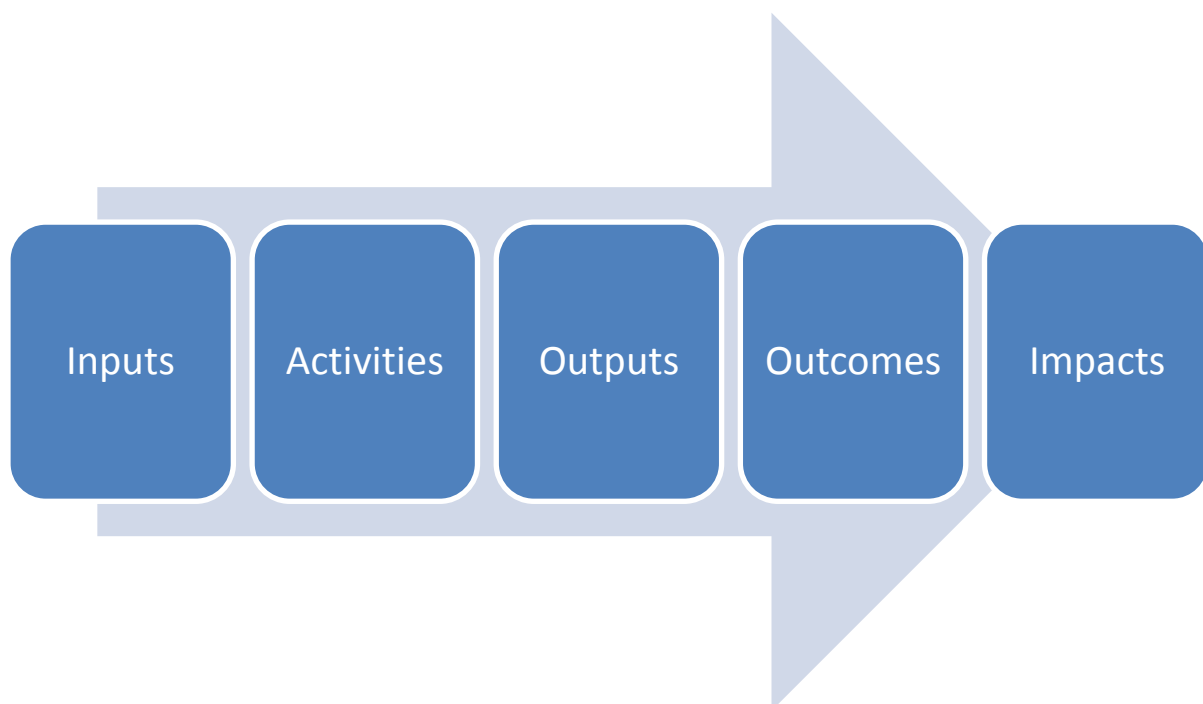


Figure 2: Inputs, leading to activities, leading to outputs, leading to anticipated outcomes and impacts.

Evaluation questions and indicators

A set of evaluation questions and indicators have been devised to explore the different elements within the logical model (Appendix B). Again aspects to be taken into account in the evaluation framework are highlighted in bold.

Data collection with respect to the evaluation questions will be achieved through feedback forms and/or the review sessions/focus groups.

Monitoring and evaluation data collection

During the five years of the *Heathlands Reunited* project, staff will be collecting and collating monitoring data, including event and training course feedback forms and website statistics, and progress will be reported quarterly to HLF. Information from these sources as well as externally facilitated review sessions and focus groups to be held in Years, 1, 2 and 3 (Table 1) will be used to inform the evaluation of *Heathlands Reunited*.

Table 1: Monitoring and evaluation data collection during years 1, 3 and 5

| Year | Data collection |
|---------------|---|
| Year 1 | <ul style="list-style-type: none"> Review of monitoring data Facilitated review session |
| Year 3 | <ul style="list-style-type: none"> Review of monitoring data Facilitated review session Facilitated focus group within a community setting |
| Year 5 | <ul style="list-style-type: none"> Review of monitoring data Facilitated review session with volunteers Facilitated review session with partners and project staff Facilitated focus group within a community setting |

Year 1 monitoring and evaluation

A sub-set of the key indicators and evaluation questions relevant to Year 1 (Table 2) have been used to frame the Year 1 evaluation.

Capital works monitoring data

Information on progress with capital works for Year 1 (as listed in the Capital Works Plan) has been gained mainly from the Project Manager, quarterly Progress Reports to HLF and Aspireview, but also from information provided at the Review Session.

Activity monitoring data

Information on progress with Year 1 activities listed in the Activity Plan has been gained from project staff, quarterly Progress Reports to HLF, Aspireview and, in particular, activity feedback sheets. Data from feedback sheets, developed by project staff and distributed to participants following community events and training workshops, has been collated by project staff and analysed as part of the evaluation.

Review Session

An interactive externally facilitated Review Session held was held with project partners and volunteers on 10th July 2017 to look at the activities carried out by the project in Year 1, explore what is working well and not so well and consider what results are being achieved (Appendix C). The design of the Review Session was based around the key project elements of heritage, people, communities and governance and the evaluation questions applicable to the Year 1 Review Session (Table 2).

Table 2: Indicators and associated evaluation relevant to Year 1 evaluation

| Key indicator | Evaluation question | Data collection method | Logical step | Element |
|---|---|--|------------------------------|--|
| Project has been well-managed. | Has the project proceeded according to plan? | Year 1 Review session. | Inputs, activities + outputs | Heritage, people, communities and governance |
| | What are the Partnership working strengths & weaknesses? | | | |
| | What is working well? What is working less well? What lessons are there for improved performance? | | | |
| | Have key challenges of the project been addressed and how? | Outputs from meetings and decisions made. Year 1 Review session. | | |
| % of volunteers and participants in activities who are from non White British backgrounds; % of M/F; % of disabled; % of LGBT, etc | How were learning and participation opportunities made available to all? | Year 1 Review session. | Activities + outputs | People |
| | Were hard to reach groups encouraged and supported to get involved and, if so, how? | | | |
| | What was the diversity of project participants? | Data collection on activities undertaken within the Activity Plan. | | |
| % of heathland under active management at start and end of project. | What area of heathland has been actively managed as part of this project? | Data collection on capital works undertaken within the Management & Maintenance Plan. | Outputs | Heritage |
| Number of people engaged in different events. | Have awareness-raising events been successful at engaging people? How many people have engaged? | Data collection on activities undertaken within the Activity Plan. | Outputs | Communities |
| Number of people who have been involved in heathlands and volunteered time. | How many people have contributed to the improved management and maintenance of heathlands through their involvement in project activities and how? Has their input been effective in helping to improve the heritage? | Data collection on activities undertaken within the Activity Plan. Year 1 Review session. | Outcomes | Heritage and people |
| Number of responses to participant surveys reporting an improved understanding of heathlands following community events. | Have methods of interpretation and information provision, through events and the web portal, been successful? How many people are known, or estimated, to have increased their knowledge and awareness through provision of interpretation? | Data collection on activities undertaken within the Activity Plan. Year 1 Review session. | Outcomes | People and communities |
| Responses to participant survey questions relating to | What did participants like most about the training events? Did participants consider that anything could be improved? | Data collection on activities undertaken within the Activity Plan. | Outcomes | People and communities |

| Key indicator | Evaluation question | Data collection method | Logical step | Element |
|--|---|--|--------------|---------|
| the success and enjoyment of community and training events. | What did participants find most informative and engaging about community events? How did participant describe the events? | Years 3 & 5 Community focus group. Year 5 Review session with volunteers. | | |
| Number of people who have developed and applied skills. | Have training sessions been successful at developing skills? How many people have developed different skills? | Data collection on activities undertaken within the Activity Plan. Year 1 Review session. | Outcomes | People |
| | Have the skills been applied in practice? | | | |



Bruce Middleton (SDNPA) and Fiona Scully (NT) surveying a site at Woolbeding, at the start of the fixed point photography programme to record changes in selected locations in the project area over a period of five years, 19/9/16. Photographer: Anne Purkiss.

3. Data Analysis

Information on progress with Year 1 capital works and activities has been summarised below and analysed against each of the evaluation questions relevant to Year 1.

Summary of project activity in Year 1

Information on *Heathland Reunited* project works and achievements during Year 1 (Table 3 and Appendices D & E) has been summarised to provide context for the evaluation. Information has been drawn from the quarterly Progress Reports to HLF, Aspireview and the Project Manager. Table 5 lists Year 1 achievements against the HLF approved purposes, while Appendix D provides detail on capital works undertaken and Appendix E covers Activity Plan activities.

Table 3: Summary of Year 1 project purposes

| Approved purpose | Year 1 achievements |
|--|--|
| Recruit/appoint a Project Manager, Communications and Education Officer, Interpretation Officer and Project Support Officer. | <ul style="list-style-type: none"> Project Manager in post from 1st June 2016. Project Support Officer began on 6th June 2016. Communications and Engagement Officer started on 13th June 2016. Interpretation and Place Officer appointed for additional hours from within the existing SDNPA Communications Team to provide oversight of the interpretation work within the activity plan. |
| Work with partners to conserve and maintain 582 ha of heathland and restore a further 66 ha. | <ul style="list-style-type: none"> Partnership working to conserve and maintain heathland sites through scrub clearance and removal of invasive species (Appendix D for works undertaken in Year 1). Hard standing at Woolmer Forest created for stacking of timber to aid woodland management of the heath for the future. Maintenance works that had to be postponed are planned to go ahead next winter. |
| Creation of 9 km of heathland corridors. | <ul style="list-style-type: none"> Creation of heathland corridor through clearance of rhododendron to connect areas of heathland. In Year 1, 3 km of corridor work including 0.5 km of corridor created in The Severalls to connect Midhurst Common to Stedham Common and clearance of the Lynchmere Ridge corridor. |
| Install changeable interpretation boards at 8 sites. | <ul style="list-style-type: none"> Included in Activity Plan (1.A.2) – see Appendix E. |
| Draw up fire plans for project sites. | <ul style="list-style-type: none"> Partners have tried out a mock fire plan of Stedham Common. |
| Identify, conserve, enhance and interpret important cultural heritage features. | <ul style="list-style-type: none"> A directory of local heritage community groups being compiled in order to ascertain the most appropriate groups for collaborative working. This activity is included in Activity Plan (1.B.1) with main working starting in Year 2. Work started on a Heritage Volunteer role description. |
| Undertake a programme of learning, education and outreach provision as detailed in the Activity Plan. | <ul style="list-style-type: none"> See Appendix E for activities undertaken in Year 1. A heathland based John Muir Award programme and a heathland focused programme for schools are in preparation. |

| Approved purpose | Year 1 achievements |
|---|---|
| Deliver rural land management training for 2 apprentices. | <ul style="list-style-type: none"> • Meetings held with Sparsholt College and Plumpton College to discuss apprenticeship scheme to be hosted by the National Trust at Blackdown. • Apprenticeships now due to start on January 2018 (instead of September 2017) to allow partners time to prepare a good plan of action. Included in Activity Plan (3.C.2). |
| Deliver training for volunteers (including heathland species identification, survey techniques and practical habitat management). | <ul style="list-style-type: none"> • <i>Heathlands Reunited</i> volunteer expression of interest form circulated to all project partner organisations' volunteers. • Volunteers Information Morning held on 11th December 2016 and 16 new volunteers signed up on the day. • 40 new volunteers to the project signed up by December 2016 to help work on heaths. (These new volunteers complement the existing volunteers already working with project partners.) • Volunteer role descriptions produced. • Training for volunteers, such as crafts and skills, fixed point photography, etc, are included in Appendix E. |
| Deliver training for local landowners | <ul style="list-style-type: none"> • At the Heathland Forum (an annual networking and information sharing event for local landowners and managers of heathland sites) held on 8th September 2016, the <i>Heathlands Reunited</i> project was introduced and the training opportunities for landowners over the next 5 years were highlighted. There were 72 attendees at the Heathland Forum, 51 of who were landowners/managers. • Training, such as contractor management and fire planning, to which landowners are invited, are covered in Appendix E. • An animal husbandry farm visit to HIWWT farm held on 10th March 2017 was attended by 30 project staff and partners. |
| Monitor the project regularly and produce a final evaluation report, meeting HLF requirements. | <ul style="list-style-type: none"> • <i>Heathlands Reunited</i> Project Steering Group established and chaired by the SDNPA Woodlands – Landscape and biodiversity Lead. Members include project staff and selection of partners. Group meets quarterly. The Steering Group reports to the SDNPA Woods and Heaths Themed Programme Board. • Terms of reference for the project have been produced. • A feedback card has been produced for use at events and a separate feedback forms have been developed for training sessions and workshops. • Project evaluators have been appointed. • Externally facilitated Review Session held on 10th July 2017. |



Heathlands Reunited volunteer recruitment day at the South Downs Centre, 11/12/16. Photographer: Anne Purkiss.

Indicator: Project has been well-managed.

Q1. Has the project proceeded according to plan?

The summary of project activities in Table 3 and Appendices D & E indicates the range of activities carried out in Year 1.

A few planned activities were not carried out:

- All bracken spraying was postponed due to the 3 month delay in the project starting on all sites that needed it. The plan will be to spread the amount of work allotted over the original 5 years over the remaining 4 years.
- National Trust rationalised its capital works, so some activities programmed for Year 1 were postponed until Year 2 (e.g. works on Durford Heath) while others were carried out ahead of schedule (e.g. clearance of an area of secondary woodland on Marley Common to help with the Lynchmere Ridge corridor)¹.
- Hairy not scary: this is an event to introduce residents and visitors to the animals that are kept on the heathlands and increase understanding of the needs of these animals and appropriate behaviours around them. The event had to be postponed due to the possibility of a biosecurity risk and has been re-programmed for 24th August 2017.

Additional unplanned activities carried out:

- The Forestry Commission created part of a corridor link to Lynchmere Common. This is additional to the four corridors in the original Project agreement.

Partners felt that it was important that the project had some flexibility to modify the capital works schedule for several reasons:

- To take account of time required to obtain licences for woodlands clearance
- To respond to conditions on the ground
- To adapt to factors affecting partners' capacities, e.g. RSPB is managing a visitor operation – this can sometimes pull people away from other priorities; MOD has been focusing on one site because of resources but needs to come up with a plan for the next four years

Partners felt that HLF had been quite flexible which meant that the project could adjust the capital works schedule.

Q2. What are the Partnership strengths and weaknesses

The Year 1 Review Session provided information on the partnership strengths and weaknesses.

The Partnership's strengths have been:

- ☺ Strong support for the project from partners and other stakeholders. Partners are committed to the aims and activities of the project which builds on work done by the Heathlands Forum over many years.
- ☺ Flexibility in responding to changing conditions. Aspireview has been used to track changes and their implications for the project as a whole. When activities' status changes, the project manager has to raise this with the project Steering Group (SG)². If it is proposed to make changes to the project plan, the HLF and partners are consulted. An example discussed at the Review Session was land clearance (see Q1).

¹ Information from Project Manager

² The SG is composed of representatives of SDNPA, the Lynchmere Society, National Trust and Natural England.

- ☺ The Partnership has drawn on learning from previous projects e.g. the guidance coming out of the Secrets of the High Woods project in terms of timing of works.

Weaknesses were identified as:

- ☹ Partners said they had found it challenging to use the project application document as the basis for their work: it was sometimes difficult to interpret the meaning of things written in the application, to understand the logic of why certain activities were included and to pick out the important details about them. Partners commented that the Activities spreadsheet was hard to use. There is a lack of clarity about the aims and objectives of the project.
- ☹ Lack of long-term planning. Partners felt that it would be useful to have a plan of activities for a whole year in advance, so that they could coordinate their own activities with project activities. They also need to be advised of changes quickly.
- ☹ There could be better interaction between the SG and partners delivering on the ground: although most SG members are involved in delivery, one partner said that the SG was seen as separate from delivery partners. This is linked to a lack of clarity about the relationship between the project and the Heathlands Forum.

Q3: What is working well? What is working less well? What lessons are there for improved performance?

During the Review Session, participants identified the following aspects of the project as working well or not so well.

Capital works

- ☺ Both partners and SDNPA staff felt that the capital works programme was being achieved effectively: most planned activities had been carried out except when this was impossible (for example, because the delay to the project's start date meant that it was too late to spray and clear bracken at the beginning of Year 1) and in these cases, the activities had been re-scheduled for the earliest possible date or partners had re-arranged their programmes to bring forward other works.
- ☹ One aspect of the capital works that some partners felt was not working so well was the coordination between the project's works and NE stewardship payments. NE felt that it was not receiving clear information about how far works carried out by partners were funded from HLF. There was some concern that using HLF grants to fill gaps in stewardship funding might not be the right arrangement.

Events and training sessions

- ☺ The public events organised by the project were much appreciated by the two volunteers present: *"Everything was really good."* One of the volunteers said that the opportunities to participate were novel and that the project was *"breaking new ground"*. The factors mentioned as making events successful were the enthusiasm and knowledge of the event leader and the availability of accessible information: at the species identification workshop, for example, there was a handout on differentiating between species that move and those that don't.
- ☹ However, some concern was expressed by volunteers, partners and SDNPA staff about low attendance. The main reason given was that the project didn't understand target audiences well enough: there was a lack of clarity about who the target audiences were and a failure to effectively target messages. One of the reasons for the lack of information about events could be a lack of clarity within the project (team and partners) about which events are for members of the public and which are just for project partners. One of the volunteers learnt at the

Review Session about several project events that would have been of interest, for example a training event on legislation relating to common land.

- ☹️ Another reason for poor attendance at some of the events was given as the short notice and lack of forward planning for events. Several partners said that it was difficult for colleagues in their organisations to get involved in events with less than about three months' notice. Some felt that it would be useful to have a calendar of events for the year ahead. Both volunteers and partners said that they would like to know what was coming up so that they could prioritise where they participated, and keep time free or re-schedule other activities, including work commitments.
- ☹️ SDNPA also identified a lack of linking up of events, which might affect their coverage: they suggested that other partners needed to be engaged more closely in the organisation of events and that the relationship between events could be better highlighted.

Volunteer involvement

- 😊 The volunteering activities have been successful in creating awareness of heathlands as a valuable habitat and increasing commitment to its protection. Both volunteers at the Review Session had been inspired by the activities to do more to support the project and mentioned other sessions they would like to participate in and one partner said that they had gained volunteers:

"...as a result of the SDNP's Open Days, we have gained several new excellent volunteers for ongoing work on our area."

- 😊 SDNPA staff also felt that the content and delivery of events had been good.
- ☹️ In scheduling volunteering opportunities for members of the public, it is important to recognise that many people have full-time jobs and will only attend weekend activities unless they are able (and willing) to take time off. Whether or not they are in paid work, most volunteers are busy people with other commitments and have to juggle their schedules to be able to participate in activities. If this becomes too complicated and the project does not follow up with individuals, people's enthusiasm may wane.

This issue was described well in written feedback from another volunteer who gave the following reasons for not participating in Year 1 activities:

It took ages for anyone to follow anything up and then things were organised on days that didn't suit me as I was volunteering elsewhere.

I couldn't take my dog to one of the sessions I could go to; one was organised that I could go to and then cancelled.

I sent in details of my dog together with photographs (for the dog ambassador role) and haven't heard anything for over a month.

So somewhat unsurprisingly I lost interest.

- ☹️ SDNPA staff recognised that work on volunteering had started slowly. They put this down to staff changes and a loss of capacity.

Communicating project messages

- 😊 Both partners and SDNPA staff picked out communications as an aspect that was working very well. One partner said that the quality of the communications had been, "a nice surprise" and that their organisation was sharing communications with colleagues working in other parts of the country. The example that was mentioned most often was the 'Taking the lead on the heath' campaign about dog walking. The campaign has strong messages and was felt to be taking a novel approach building on existing foundations in this kind of work.

- ☺ More generally, partners felt that the project had developed a positive 'brand' image, for example through the logo. This goes hand in hand with a united and positive approach to working together, reflected in partners' comments:

"The initial comms meeting was helpful to meet all my counterparts across the partnership and understand more about the roles we could play supporting each other. The clear brand guidelines were also helpful. In my experience it's been great being kept in the loop – the team appreciate that the project is one of many that the partners will be working on at any given time, so are patient, and send reminders/alerts when key actions are required."

"Be[ing] able to share experiences and work commitments/issues with other staff from different organisations was useful. Gave a bit of moral support too"

- ☺ SDNPA staff thought that the web portal was working well: they felt it had been designed well and had demonstrated huge potential in Year 1. They recognised that ongoing work was needed to encourage partners and volunteers to make more use of the portal.
- ☺ Partners felt that good progress had been made in developing a coherent image across the project and that further work should be done on this, because of the challenge of implementing a project with lots of different partners and activities. Partners were optimistic that project communications should improve their reach over the project period.

Lessons for improved performance

Some of the ways in which project performance might be improved include:

- Better joined up communications so that people (SDNPA staff, partners, volunteers and members of the public) know about all the activities and events that are coming up. Because there are lots of partners and lots of people within each of the organisations, information is not always passed on within partner organisations.
- Better targeting of information about events and activities to the target audiences: this will mean that the project must be clearer about who the target audiences are, for example whether activities are meant to be for partners or for a wider audience.
- Thinking about the timing of volunteer activities: volunteers who work can't attend during the week and may feel that they are being overlooked if most activities are programmed for weekdays.
- Within the partnership, problems of communication between the project and partners need to be addressed so that partners get timely information to cascade to staff and their own volunteers.
 - There were differences of opinion about how the project can best communicate with partners. The project team said that experience had shown that partners don't like newsletters; some partners disagreed. If there is to be a newsletter, the project team was keen that it should be produced collectively, with all partners writing articles.
 - Some partners recognised that they had not always cascaded information to people within their own organisations and that this needs to be addressed.

Q4: Have key challenges of the project been addressed and how?

Overall, one of the main challenges identified during the Year 1 Review Session related to planning and communications of events and activities. Project team members have tried to identify key audiences for activities and target messages to those audiences but more could be done. A key challenge of improving forward planning and communicating this information to partners remains to be addressed: it was suggested that having an annual plan of project events and activities would give

partners and the project team a strong base for their work. A challenge was also identified for partner representatives to cascade information to others in their organisation. A proposal was made for a partner session to clarify project aims and objectives and communication routes.

In the sections below we describe what is being done to address key challenges in different areas.

Governance challenges

Three key challenges for good governance were raised at the review session (see Q2):

- Clarifying the relationship between the SG and other partners, especially delivery partners, as well as the relationship between project partners and the members of the Heathlands Forum;
- Improving planning, for example by moving away from the use of the application form as the project management document, because of difficulties in understanding and interpreting both its overall logic and the detail of some project activities; there is also a lack of clarity about project aims and objectives;
- Timely communications between the project team and partners.

There was a strong feeling among partners at the review session that a new planning tool was needed: this could be a long-term timetable for the project, with activities aligned with partners' own plans, so that everyone has a clear picture of what is happening when. It would be useful to define the timetable around October and this could be built into a planning meeting with partners.

In terms of communications, the project portal went live towards the end of Year 1. This provides a place for partners to find project documents and information and is helping people to feel more connected.

“Being able to access information through the partner portal has been particularly useful. The posters and videos that have been created through the project have been great for sharing on social media too.”

The portal has a specific function as a resource for people who are not directly involved in the project, e.g. national staff of partner organisations and as a legacy for the future. Some partners commented that they would not want the project to rely on partners regularly viewing the information on the portal, which they saw more as a reference resource.

The project team has been looking at other ways of improving communications with partners, by understanding better how often and in what format partners would like to receive communications. There was a suggestion that a member of the project team could visit each partner to discuss how they were working with the project and any difficulties that they had identified, so that these issues could be addressed. Other suggestion put forward at the review session were to hold a meeting periodically just to talk about planned events or for each delivery partner to have one named person who would be more involved in project planning.

Capital works challenges

Challenges for getting capital work done at the appropriate time had been addressed by using the Aspireview to ensure that delays in activities were flagged to the project team and raised with the SG and partners as appropriate and by taking a flexible approach to re-scheduling works so that these are done at the appropriate time and when there will be most positive impact.

A challenge mentioned at the review session about the need to provide clear information about HLF funding in relation to stewardship payments was not immediately addressed. As the NE representative who raised the issue is a member of the SG, it seems clear that this issued will be followed up through the SG.

Challenges for working with volunteers

The project team are still defining volunteer roles. They are keen to do this to avoid putting too much pressure on volunteers but getting the best out of volunteer impact. However, feedback from some people who have said they would like to volunteer but have not yet been offered a volunteering opportunity indicates that this needs to be addressed urgently, to avoid losing potential volunteers.

Indicator: Percentage of volunteers and participants in activities who are from non White British backgrounds; % of M/F; % of disabled; % of LGBT, etc

Q5: How were learning and participation opportunities made available to all?

All the participants at the Review Session commented that some project activities had not been well-attended. As the activities were generally felt to have been well organised and had covered valuable content, people were concerned that the information about the activities was not being publicised well enough.

One partner said that the activities seemed to be drawing on the same pool of people. If the project outcome, *“more people and a wider range of people will have engaged with heritage”* is to be achieved, the project needs to extend the pool of interested people.

Another comment was that the information was not being circulated to partners with enough time for them to pass it on to their own contacts. Several of the delivery partners have their own volunteers and try to disseminate information about training opportunities and activities to them. However, because information was received late, they often couldn't mobilise people to participate.

The Lynchmere project has an annual log day for people to get logs for burning if they help carry out activities. More information about what motivates people to attend project events or to volunteer their time could help to assess how far offers of this kind are attracting different types of people to get involved.

Once people have become involved in project activities, effective signposting from one event to another should help to ensure that they are kept informed of other similar activities.

Q6: Were hard to reach groups encouraged and supported to get involved and, if so, how?

No specific initiatives have been taken to encourage and support hard-to-reach groups to get involved in Year 1. The project team expect to address this aspect from Year 2.

Q7: What was the diversity of project participants?

Diversity data, consisting of gender and age group (Figures 3 & 4), have been obtained from participants completing feedback forms following attendance at an event. Thirty people completed forms following 'Secrets of the Heath', 29 following the 'Heathland Forum' and 7 after 'Heathlands for Humans'. Only three people completed forms after 'Lynchmere Across the Ages' and so this data has not been used.

As the data are from just a sample of participants, and it is not known whether the sample is representative of those attending the events, drawing conclusions from these data is difficult. Furthermore the data only reflect the gender and age group of the participants who filled in the feedback forms; diversity data is not available on other people who might have accompanied the respondent.

From the data obtained there were more females than males who completed feedback forms at 'Secrets of the Heath' and slightly more males than females submitting feedback forms at the 'Heathland Forum'. At both events most respondents were in the 25-44 age groups. From the comments provided on the feedback forms 'Secrets of the Heath' was attended by families and so

younger people are likely to be under-represented in the data. The Heathland Forum was a different type of event aimed more at an engaged and committed audience. At the ‘Heathlands for Humans’ talk there was a fairly even split between male and female respondents, and nearly all fell in the 65+ age bracket.

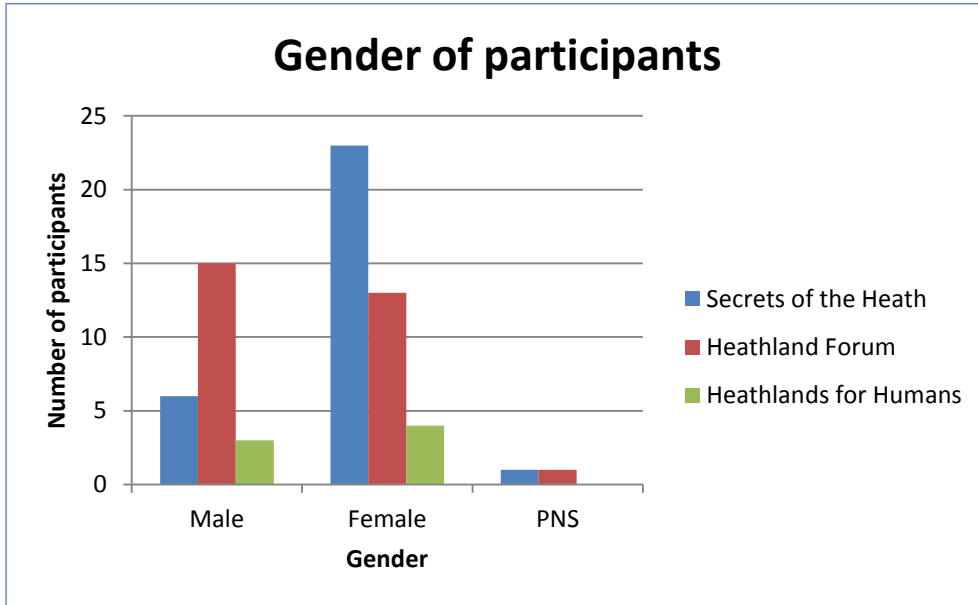


Figure 3: Gender of participants who attended events and completed feedback forms.

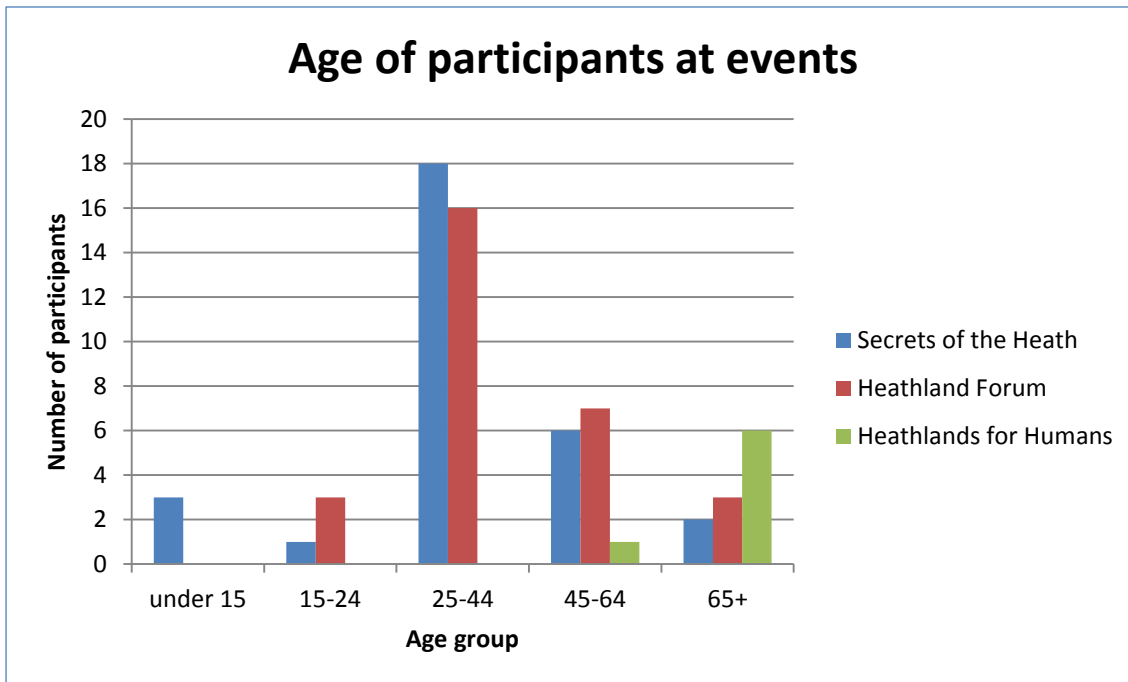


Figure 4: Age groups of participants who attended events and completed feedback forms.

Indicator: Percentage of heathland under active management at start and end of project.

Q8: What area of heathland has been actively managed as part of this project?

Over 30 ha of heathland (out of the 72.25 ha planned) have been actively managed in Year 1 of the project. Works included scrub removal, rhododendron clearance, ride and woodland clearance. Many of the planned site works have been postponed until Year 2, for example, all bracken spraying was postponed due to the 3 month delay in starting the project and works on MOD land were postponed to assess requirements in terms of military operations and ecological needs. Some works were brought forward and completed ahead of schedule; for example an area of secondary woodland was cleared at Marley Common East and bracken was scraped and removed at Woolbeding Common and Lavington Common.

Altogether, 3 km of corridor work was carried out. This consisted of 0.5 km of corridor creation in The Severalls to connect Midhurst Common to Stedham Common and clearance of the Lynchmere Ridge corridor, which was additional corridor to that planned.

Indicator: Number of people engaged in different events.

Q9: Have awareness-raising events been successful at engaging people? How many people have engaged?

Three awareness-raising events were held in Year 1 of the project and one towards the start of Year 2 (Table 4).

Table 4: Number of participants at events compared to projected number of attendees

| Event | Date | Projected number of attendees (from Activity Plan) | Number of attendees Year 1 | Number of respondents to feedback forms |
|---------------------------|----------|--|----------------------------|---|
| Secrets of the Heath | 3-4/9/16 | 5,000 (over the 5 main annual events and 5 spin-off events) | Approximately 3,000 | 30 |
| Lynchmere Across the Ages | 25/9/16 | | 150 | 3 |
| Heathland Forum | 8/9/16 | N/A (as this is an annual event) | 72 | 29 |
| Heathlands for Humans | 19/6/17 | 600 people (through 50 combined walks and talks) | 29 | 7 |

'Secrets of the Heath' forms an annual, two-day event and the main focus for engaging a wide range of people especially families. This event, held on 3rd & 4th September 2016 at Petersfield, attracted approximately 3,000 participants. The aim of the event was to inform and educate the public about the history of heathland through the ages. As well as information stands, there were activities for all ages including re-enactors covering the period from the Stone Age to the Second World War, archery, falconry and opportunities to 'meet' reptiles and cows.

Each year a smaller, 'spin-off' event is to be held. In Year 1, 'Lynchmere Across the Ages', was held on 25th September 2016. This event, held on just one day, was less well attended and attracted proportionally fewer people than 'Secrets of the Heath'.

The Heathland Forum is an annual networking event specifically for local landowners and managers of heathland sites. At the event held on 8th September 2016, training opportunities being offered through *Heathlands Reunited* were highlighted.

'Heathlands for Humans' is a programme of themed talks and associated guided walks targeted to a range of local groups and hosted by local communities. The first of these events was held at the Rogate Society on 19th June 2017 as was attended by 29 people.

Partners felt that the events had been very good. Some events were not very well attended and partners suggested that they could have done more publicity, if they had been given the information:

"I also joined in with a guided walk the other day, this was most enjoyable and well organised, it was only a shame more people did not come. Perhaps it could have been advertised on the [partner organisation] website as well?"

Indicator: Number of people who have been involved in heathlands and volunteered time.

Q10: How many people have contributed to the improved management and maintenance of heathlands through their involvement in project activities and how? Has their input been effective in helping to improve the heritage?

Volunteers have helped at events and with a range of skilled and unskilled tasks on heathland sites (Table 5). A total of 889 volunteer days were spent managing heathland sites in Year 1. Skilled tasks included lookering and tree felling while unskilled tasks covered scrub clearance and rhododendron clearance. Volunteers were also involved in helping at the 'Secrets of the Heath' and 'Lynchmere Across the Ages' events (Table 6). In total, 12 skilled and unskilled volunteer days were spent helping at events.

Table 5: Number of skilled and unskilled volunteer days spent managing heathland sites

| Task | Number of volunteer days on unskilled tasks | Number of volunteer days on skilled tasks | Total number of volunteer days |
|---|---|---|--------------------------------|
| Assorted heath works on National Trust Land | 518 | 4 | 522 |
| Assorted works on SDNPA heath sites | 150 | 0 | 150 |
| Lookering at Longmoor | 0 | 16 | 16 |
| Tree removal from Wiggonholt on RSPB land | 0 | 5 | 5 |
| Assorted heath works on ARC sites | 12 | 16 | 28 |
| Assorted heath works on SWT sites | 60 | 74 | 134 |
| Assorted heath works on Lynchmere Society sites | 9 | 25 | 34 |
| Total number of volunteer days | | | 889 |

Table 6: Number of skilled and unskilled volunteer days spent helping at events

| Event | Number of volunteer days on unskilled tasks | Number of volunteer days on skilled tasks | Total number of volunteer days |
|---------------------------------------|---|---|--------------------------------|
| Secrets of the Heath | 8 | 0 | 8 |
| Lynchmere Across the Ages | 3 | 1 | 4 |
| Total number of volunteer days | | | 12 |

Participants at the review session felt it was too early to say how effective the input from volunteers has been. Volunteers will be involved in seasonal work in the future.

Some MOD Training Marshalls got involved in Taking the Lead on a voluntary basis and are continuing to work on this although it is not part of their job.

Site managers commented that it is a struggle to manage heathlands without volunteers and said that the sites would go downhill if people didn't volunteer their time.

One partner organisation felt that the contribution by the project volunteers had been well organised by the project team:

"The input I have had is to organise for [project] Heathland conservation volunteers to come to Tullecombe or Iron Hill. This is a very informal arrangement where [the project contact] emails me and can come at very short notice, and I can join in for the day or leave him and his volunteers to it. It works very well as I can trust [the project contact] to work safely and know exactly what [the partner organisation] wants done. The only way this could be improved is if [the project contact] could come more often, but I know he has many other sites to work on and can't always be on mine."

Another partner organisation felt that there was a need for greater clarity about how volunteer activities for *Heathlands Reunited* differ from their normal volunteering activities.

Indicator: Number of responses to participant surveys reporting an improved understanding of heathlands following community events.

Q11: Have methods of interpretation and information provision, through events and the web portal, been successful? How many people are known, or estimated, to have increased their knowledge and awareness through provision of interpretation?

Information on the heathland heritage has been provided through the web portal and awareness-raising events.

Between the beginning of August 2016 and the end of May 2017, the *Heathlands Reunited* web page link received 2,228 page views; from the end of May to the end of August 2017 there were an additional 1,188 page views. The *Heathlands Reunited* web portal for partners (<http://heathlands.southdowns.gov.uk/wp-login.php>) was launched in May 2017 and partners have been offered training on how to use it.

Participants at events were asked to complete and return feedback forms (Table 7). Note that while the data from the 'Lynchmere Across the Ages' respondents has been included in the analysis, little meaningful interpretation can be made due to the very low response rate.

Table 7: Number of respondents completing event feedback forms

| Event | Date | Number of attendees | Number of respondents to feedback forms |
|---------------------------|----------|---------------------|---|
| Secrets of the Heath | 3-4/9/16 | Approximately 3,000 | 30 |
| Heathland Forum | 8/9/16 | 72 | 29 |
| Lynchmere Across the Ages | 25/9/16 | 150 | 3 |
| Heathlands for Humans | 19/6/17 | 29 | 7 |

Respondents to the participant feedback forms were asked to score their learning on a scale of 1 to 10 to the questions:

- Did they gain a better understanding of heritage heathland?
- Did they learn more about heathland wildlife?
- Did they feel inspired to visit heathlands?
- Did they understand why heathlands should be looked after today?

The average of the self-assessed scores in response to these questions for each engagement event are listed in Table 8 and illustrated in Figure 5.

Table 8: Average of self-assessed scores of learning outcomes from engagement events

| Learning outcome | Secrets of the Heath | Heathland Forum | Lynchmere Across the Ages | Heathlands for Humans |
|--|----------------------|-----------------|---------------------------|-----------------------|
| Gain a better understanding of heritage heathland | 8.37 | 8.03 | 6.7 | 8.6 |
| Learn more about heathland wildlife | 8.60 | 7.41 | 8.0 | 8.3 |
| Feel inspired to visit heathlands | 8.77 | 8.31 | 9.0 | 7.9 |
| Understand why heathlands should be looked after today | 8.53 | 8.62 | 8.3 | 9.3 |

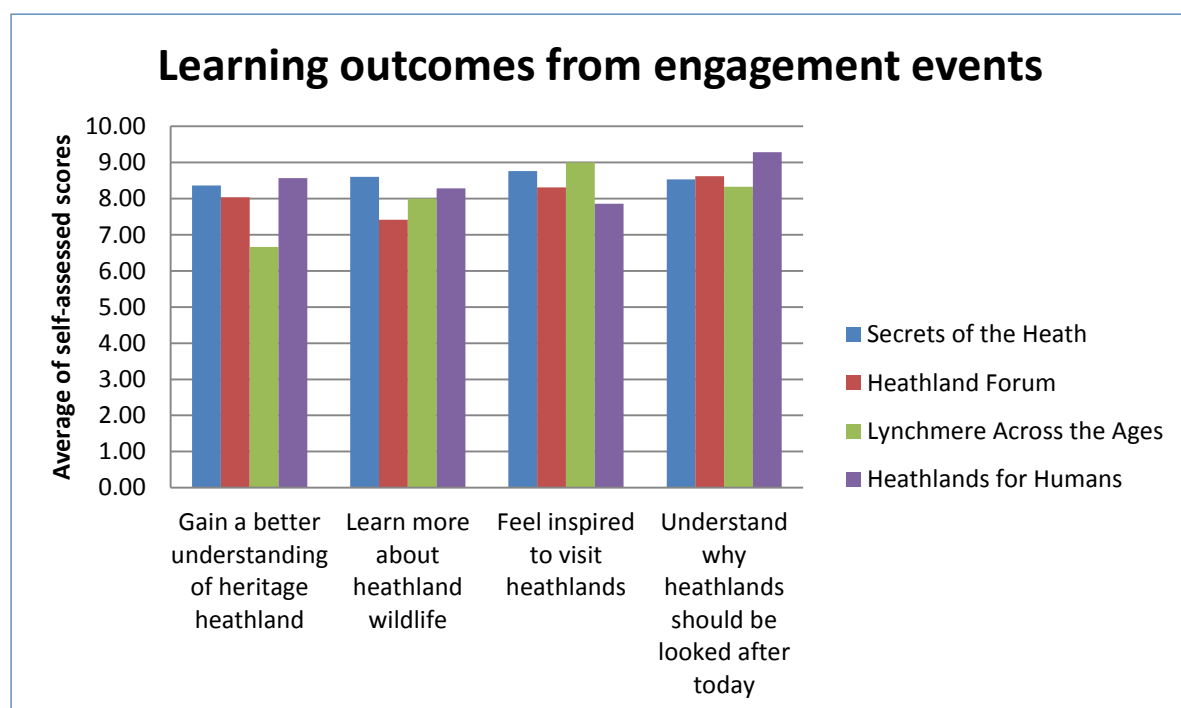


Figure 5: Average of self-assessed scores of learning outcomes resulting from engagement events***Have people gained a better understanding of heathlands?***

'Heathlands for Humans' was the most successful of the four events at helping people to gain a better understanding of heathlands with an average of self-assessed scores of respondents of 8.6 (Table 8 & Figure 5). 'Secrets of the Heath' and the Heathland Forum both appeared successful in helping people to gain a better understanding of the heathland heritage with average self-assessed scores of 8 or more. From the comments provided on feedback forms to 'Secrets of the Heath' (Appendix H), the re-enactments in particular helped people to understand the cultural heritage aspects of the heathlands.

Have people learnt about heathland wildlife?

People reported that they had learnt about heathland wildlife at all events. The average of respondents' self-assessed scores was greater than 7 for all three (Table 8 & Figure 5). 'Secrets of the Heath' appeared to be the most effective event of the four at helping people to learn about wildlife. From the comments provided on feedback forms to 'Secrets of the Heath' (Appendix H) people were particularly informed of wildlife through displays of birds of prey/falconry and reptiles and by hunting for bugs.

Have people been inspired to visit heathlands as a result of the awareness-raising event?

All four events resulted in people indicating that they were inspired to visit heathlands. Both 'Secrets of the Heath' and 'Lynchmere Across the Ages' were particularly successful in this regard with the average of self-assessed scores above 8.7 (Table 8 & Figure 5). One person who attended the Heathland Forum described the event as: '*An informative inspiring and positive day that forms an annual highlight in the calendar*'.

Do people have a better understanding of why heathlands should be looked after today?

'Heathlands for Humans' was most successful at helping people to understand why heathlands should be looked after today, with an average of self-assessed scores of 9.3 (Table 8 & Figure 5). The Heathland Forum, which was attended by an 'older' age groups of people (Figure 4 under Q7), appeared to focus more on heathland management issues (Appendix H) compared to the two family orientated events ('Secrets of the Heath' and 'Lynchmere Across the Ages').

Indicator: Responses to participant survey questions relating to the success and enjoyment of community and training events.**Q12: What did participants like most about the training events? Did participants consider that anything could be improved?**

Participants on training events were asked to complete feedback forms which asked: 'What did you like most about the training?' and 'What if anything could be improved?' For each training event, responses to these questions have been grouped according to emerging themes (Appendix F) and used to determine whether participants considered the training events to be successful (Appendix G).

All training events received positive comments on feedback forms. Training events were generally found to be informative and enjoyable. Themes emerging from the comments that illustrated aspects of training events that were particularly liked by participants were:

- 😊 A good mix of theory and practical exercises.
- 😊 A mix of indoor and outdoor learning.
- 😊 Site visits.
- 😊 Open discussions and opportunity to share ideas.
- 😊 Knowledge and enthusiasm of trainers.

Some comments were made on aspects of the training that could be improved that were specific to the particular training event. The few negative comments related to domestic issues and also pre-training information sent by email. Training events that appeared particularly enjoyable from the comments on the feedback forms were: the John Muir Award, fixed point photography, craft skills and bodging, and habitat mapping.

Q13: What did participants find most informative and engaging about community events? How did participant describe the events?

People who attended events were requested to complete a feedback card and respond to the questions:

- Which part of this event have you found most informative or engaging?
- How would you describe this event to your friends if you had to do so in one sentence?

Part of the event most informative or engaging

Responses to the question on what participants found most informative and engaging have been summarised (Appendix H).

At the 'Secrets of the Heath' event the range of displays and re-enactments were considered to be informative or engaging. In particular, birds of prey/falconry was mentioned by seven respondents. The reptiles and reconstructions/re-enactments were also very popular. Unfortunately few participants completed feedback forms for 'Lynchmere Across the Ages'. However those that did identified the most informative aspects to be the South Downs National Park display and the people who were there that cared for the area.

A few recurring themes emerged from the responses provided in relation to the 'Heathland Forum'. For example, 12 participants highlighted the site visit to be the most informative part of the event. The discussion on the compromises needed between different objectives (military, recreation and conservation) and the talks were each identified by 5 respondents to be of particular interest.

People found 'Heathlands for Humans' to be a very informative event. Three participants identified the range of species on heathlands to be the most informative and engaging part of the talk.



Heathlands Reunited 'Secrets of the Heath' launch event at Petersfield, re-enactors, 3/9/16. Photographer: Anne Purkiss.

Indicator: Number of people who have developed and applied skills.**Q14: Have training sessions been successful at developing skills? How many people have developed different skills?**

The number of people trained in different skills is listed in Table 9. Comparison of the data show that on seven out of the 11 workshops held in Year 1 up to the 11th July 2017, numbers of attendees equalled or exceeded numbers planned (green shading). Some training workshops, such as craft related skills, are due to be repeated over the course of the project. Numbers of attendees have been low for the two workshops on craft skills held so far and so efforts are needed to ensure that future workshops exceed the number of planned participants.

Table 9: Number of participants at training events compared to projected number of attendees (green shading indicates where number of attendees equalled or exceeded numbers planned).

| Training event | Date | Projected number of attendees (from Activity Plan) | Number of attendees | Number of respondents to feedback forms |
|---|---------|---|---|---|
| Contractor management | 4/10/16 | 16 (project staff + partners) | 7 | 7 |
| Fire planning | 13/2/17 | 12 (8 staff & partners + 4 volunteers) | 18 | 10 |
| John Muir Award leader training | 16/3/17 | 10 | 16 | 12 |
| Woodland management on heaths | 2/5/17 | 20 (10 project staff & partners + 10 volunteers) | 20 (15 land managers + 5 volunteers) | 14 |
| Fixed point photography | 17/5/17 | 20 (10 project staff & partners + 10 volunteers) | 25 (10 partners + 15 volunteers) | 21 |
| Charcoal burning and besom broom making | 19/5/17 | 60 volunteers (trained over 5 workshops) | 6 (all partners) | 0 |
| Craft skills and bodging | 26/5/17 | 60 volunteers (trained over 5 workshops) | 6 (5 partners + 1 volunteer) | 4 |
| Habitat mapping | 27/5/17 | 50 volunteers (trained over 5 workshops) | 11 | 5 |
| Common Land workshop | 31/5/17 | 14 (10 project staff & partners + 4 volunteers) | 28 (25 partners + 3 volunteers) | 9 |
| Species identification | 17/6/17 | 60 volunteers (trained over 5 workshops) | 17 (13 volunteers + 4 partners) | 17 |
| Crafts and skills | 11/7/17 | 60 volunteers (trained over 5 workshops) | 5 (all staff) | 4 |

People were asked to rate their understanding in relation to a series of questions on a 1 to 10 scale following training on:

- Contractor management (4th October 2016)
- Fire planning (13th February 2017)
- Woodland management on heaths (2nd May 2017)
- Crafts and skills (11th July 2017)

For other training events the change in knowledge and understanding was requested. To do this people were asked to rate their knowledge and understanding in relation to a series of questions on a 1 to 10 scale pre and post training for the following training events:

- John Muir Award training (16th March 2017)
- Fixed point photography (17th March 2017)
- Craft skills and bodging (26th May 2017)
- Habitat mapping (27th May 2017)
- Common Land workshop (31st May 2017)
- Species Identification (17th June 2017)

Contractor management workshop (4th October 2016)

Following workshop participants rated their ability (Table 10 & Figure 7), on a 1 to 10 scale, to:

- Write specifications
- Manage contracts
- Recognise the importance of quality in procurement

The average of the self-assessed scores of participants was 8 or above on all three aspects. The highest average score was 8.6 for ‘recognise the importance of quality in procurement’.

Table 10: Learning gains of participants in the contractor management training

| Learning outcome | Average of self-assessed score post training |
|--|--|
| Write specifications | 8.14 |
| Manage contracts | 8.00 |
| Recognise the importance of quality in procurement | 8.57 |

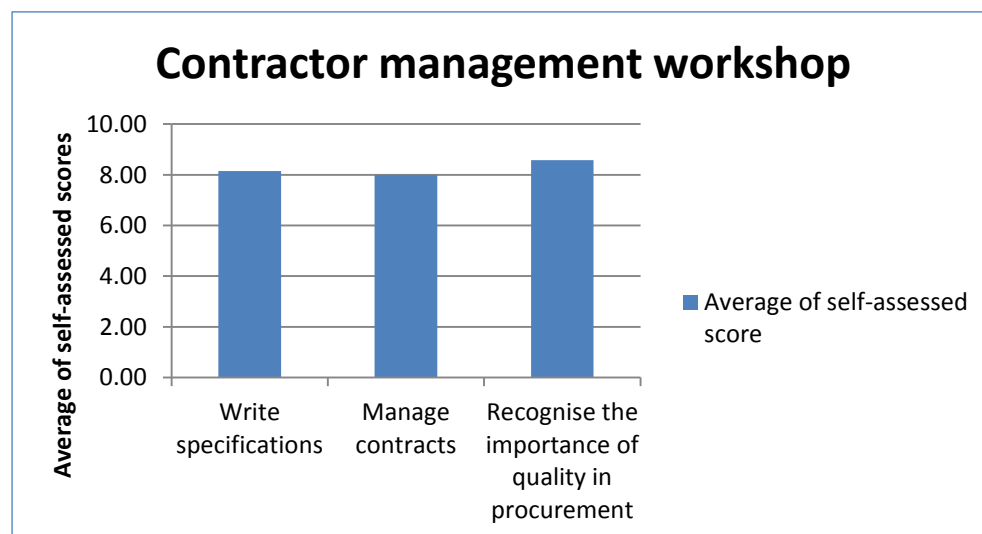


Figure 7: Contractor management learning gain based on average of self-assessed scores of participants

Fire planning workshop (13th February 2017)

Following workshop participants rated their ability (Table 11 & Figure 8), on a 1 to 10 scale, to:

- Write up a Wild Fire Management Plan for your heathland site/s
- Understand the priorities of what to do in the case of a wild fire by creating Wild Fire Zones on your site/s
- Write up a Wild Fire Risk Assessment on your site/s
- Understand what prevention measures can be taken to reduce the risk of wild fire on your site/s

The average of the self-assessed scores of participants was 8.7 or above on all four aspects. The highest average score was 9.2 for ‘understand what prevention measures can be taken to reduce the risk of wild fire on your site/s’.

Table 11: Learning gains of participants in the fire plan training

| Learning outcome | Average of self-assessed score post training |
|---|--|
| Write up a Wild Fire Management Plan for your heathland site/s | 9 |
| Understand the priorities of what to do in the case of a wild fire by creating Wild Fire Zones on your site/s | 9.1 |
| Write up a Wild Fire Risk Assessment on your site/s | 8.7 |
| Understand what prevention measures can be taken to reduce the risk of wild fire on your site/s | 9.2 |

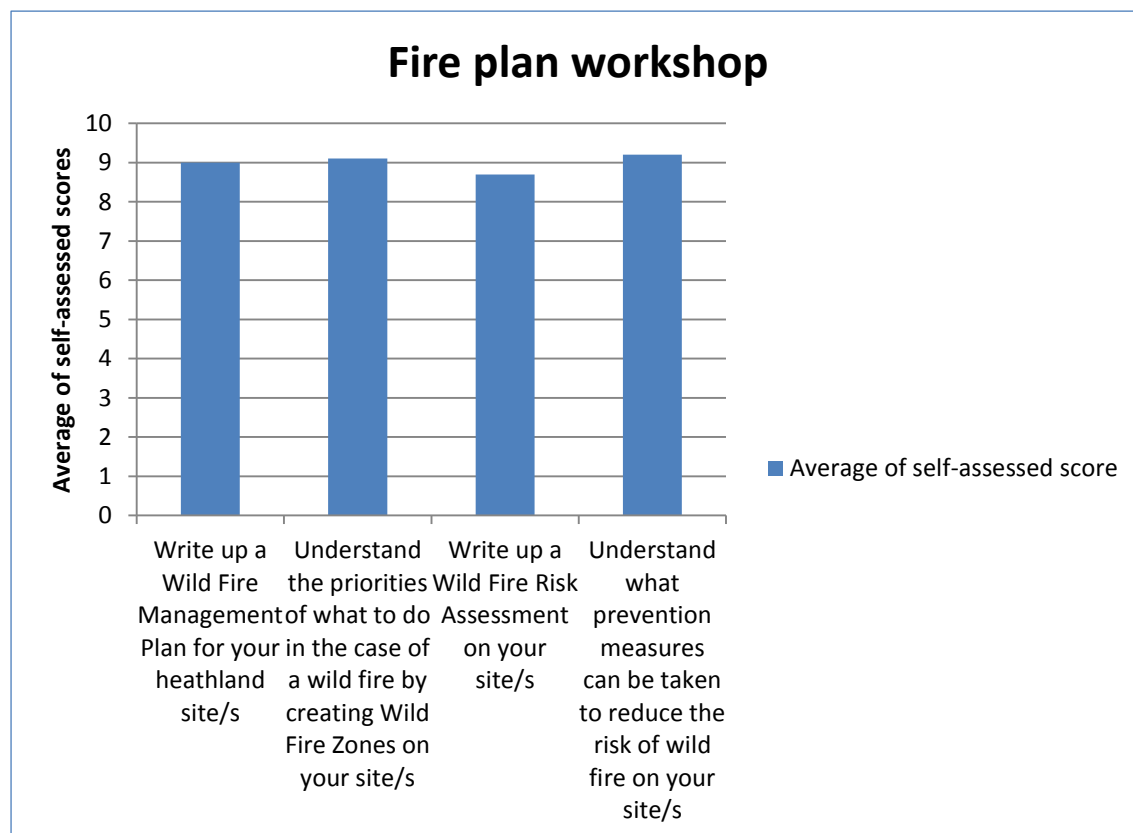


Figure 8: Fire plan learning gain based on average of self-assessed scores of participants

John Muir Award training (16th March 2017)

Respondents to the feedback form reported an increase (Figure 9) in their:

- Current understanding of the ethos of the John Muir award
- Understanding of how to engage youth groups with John Muir award on a heathland site
- Understanding and repertoire of practical outdoor engagement activities
- Confidence in delivering a programme that meets the John Muir Award criteria

The greatest increase in understanding, with an average of changes in self-assessed scores of 4.7 points (Table 12) was for how to ‘engage youth groups with the John Muir Award’. The least change related to ‘understanding and repertoire of practical outdoor engagement activities’ indicating that participants were perhaps already familiar in this field.

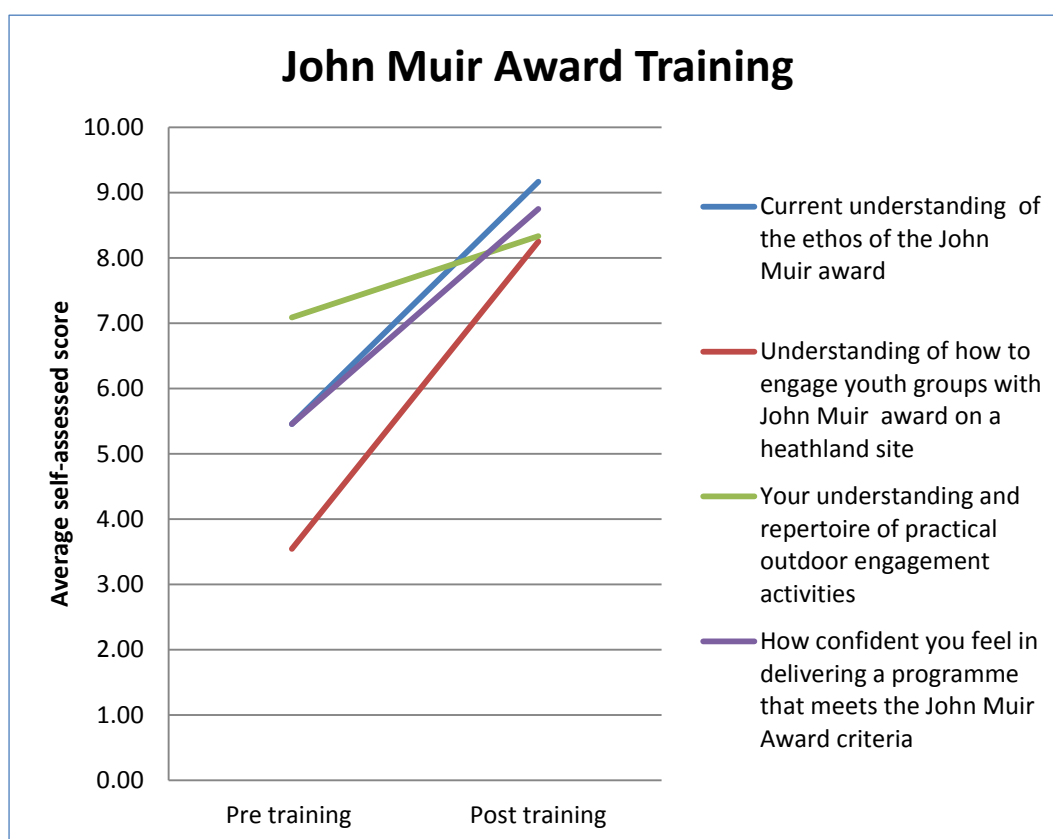


Figure 9: John Muir Award learning gain based on average of self-assessed scores of participants

Table 12: Learning gains of participants in the John Muir Award training

| Learning outcome | Average of self-assessed score pre training | Average of changes in self-assessed score | Average of self-assessed score post training |
|--|---|---|--|
| Current understanding of the ethos of the John Muir award | 5.45 | 3.64 | 9.17 |
| Understanding of how to engage youth groups with John Muir award on a heathland site | 3.55 | 4.73 | 8.25 |
| Your understanding and repertoire of practical outdoor engagement activities | 7.09 | 1.09 | 8.33 |

| Learning outcome | Average of self-assessed score pre training | Average of changes in self-assessed score | Average of self-assessed score post training |
|--|---|---|--|
| How confident you feel in delivering a programme that meets the John Muir Award criteria | 5.45 | 3.18 | 8.75 |

Woodland management on heaths (2nd May 2017)

Following the Woodland management workshop participants rated their understanding (Table 13 & Figure 10), on a 1 to 10 scale, of:

- Woodland management
- Heathland management
- Past and present products from the heath

The average of the self-assessed scores of participants was 7.6 or above in all three areas. The highest average score was 8.1 for ‘understanding of past and present products from the heath’.

Table 13: Learning gains of participants in the woodland management on heaths training

| Learning outcome | Average of self-assessed score post training |
|--|--|
| Your understanding of woodland management | 7.36 |
| Your understanding of heathland management | 8.00 |
| Your understanding of past and present products from the heath | 8.07 |



Figure 10: Woodland management on heaths learning gain based on average of self-assessed scores of participants

Fixed point photography (17th May 2017)

Respondents to the feedback form reported an increase (Figure 11) in their:

- Understanding of fixed point photography best practice methods
- Understanding of how to add to the HeRe (*Heathlands Reunited*) Monitoring and Evaluation by using FPP
- Understanding of how best to involve volunteers with FPP
- Confidence in uploading, correctly managing and filing FPP images

The average of changes in self-assessed scores for all questions was above 3.5 points. The greatest increase in understanding, with an average of changes in self-assessed scores of 5.4 points (Table 14), was in ‘understanding of how to add to the HeRe Monitoring and Evaluation’.

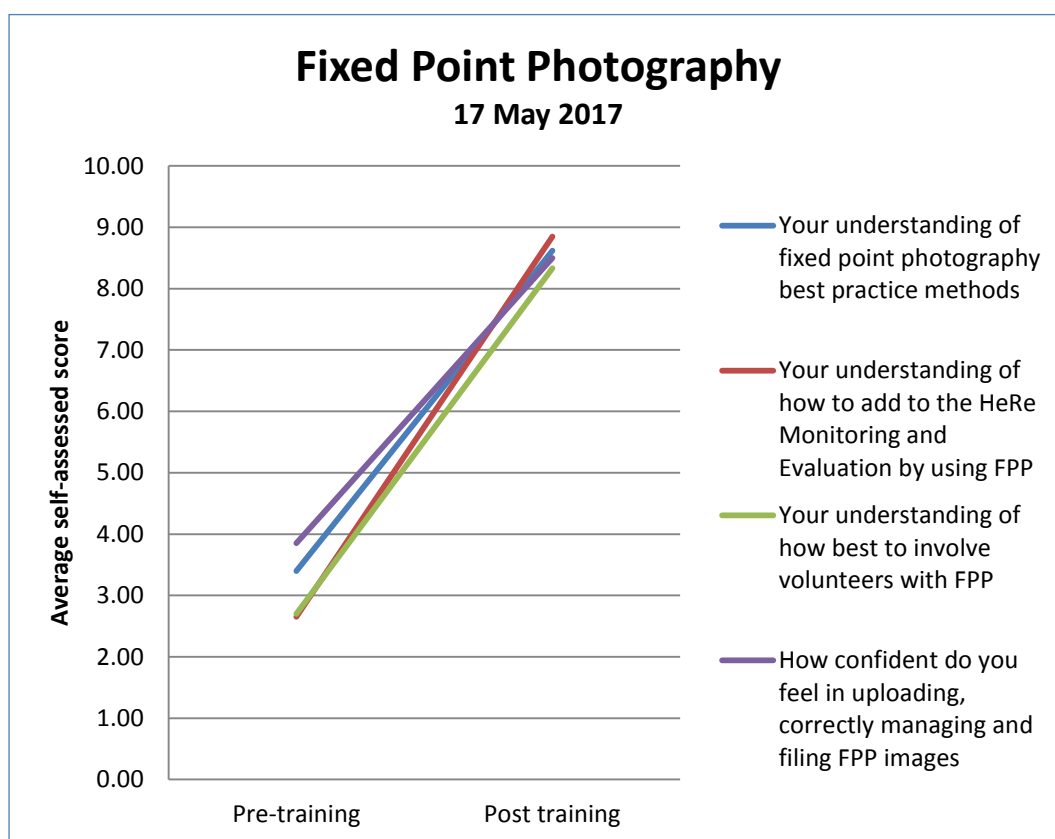


Figure 11: Fixed point photography learning gains based on average of self-assessed scores of participants

Table 14: Learning gains of participants in the fixed point photography training

| Learning outcome | Average of self-assessed score pre training | Average of changes in self-assessed score | Average of self-assessed score post training |
|---|---|---|--|
| Your understanding of fixed point photography best practice methods | 3.40 | 4.95 | 8.62 |

| Learning outcome | Average of self-assessed score pre training | Average of changes in self-assessed score | Average of self-assessed score post training |
|---|---|---|--|
| Your understanding of how to add to the HeRe Monitoring and Evaluation by using FPP | 2.65 | 5.43 | 8.85 |
| Your understanding of how best to involve volunteers with FPP | 2.70 | 3.52 | 8.33 |
| How confident do you feel in uploading, correctly managing and filing FPP images | 3.85 | 4.00 | 8.50 |

One partner commented that the format of the fixed point photography training, which involved both volunteers and site managers, had been useful:

The main training that has made a difference for me was the fixed point photography. That being ran so our volunteers could come along too was particularly good because the training meant I only need to go out for one day with my volunteer for her to be up and running. All the other details had been covered in the training, and all we needed to do was pick the precise spots and take the photos.

Craft skills and bodging (26th May 2017)

Three participants responded to both the pre and post training questions on learning gains (Figure 12):

- How would you rate your current knowledge of wood turning
- How would you rate your current knowledge of shaving wood
- How would you rate your current knowledge of bodging

The average of changes in self-assessed scores for all questions was above 2.6 points. The greatest increase in knowledge, with an average of changes in self-assessed scores of 3.7 points (Table 15), was on ‘How would you rate your current knowledge of bodging’.

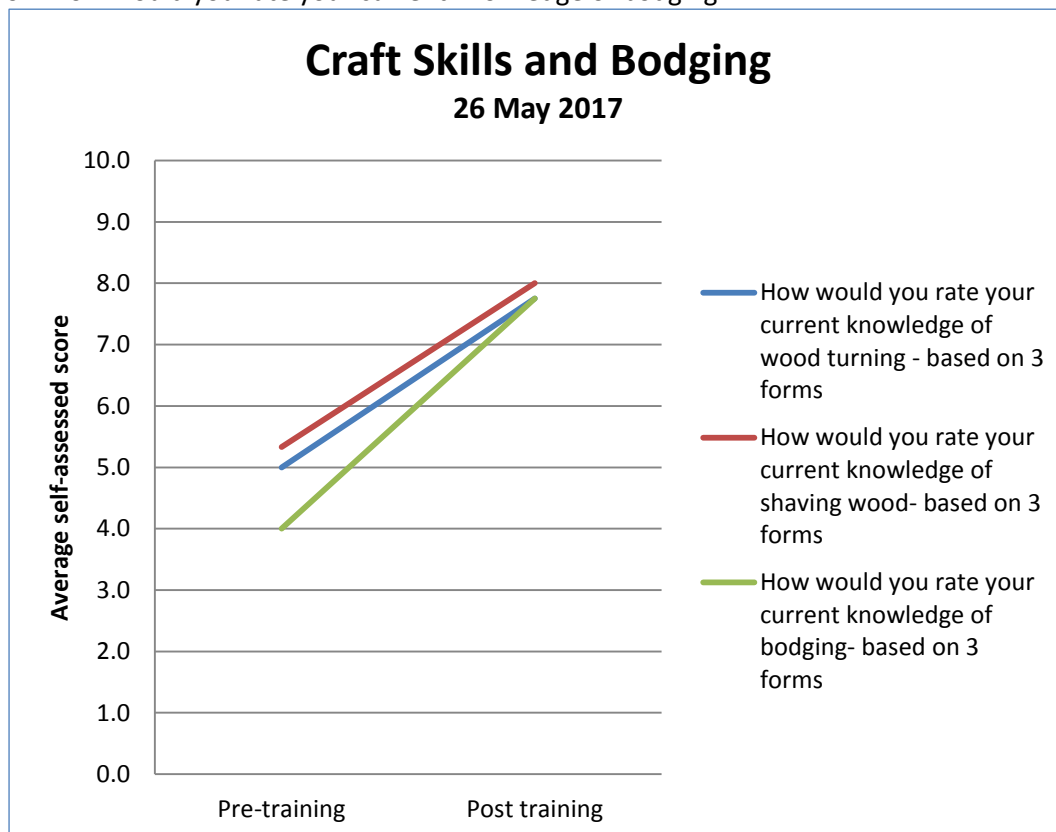


Figure 12: Craft skills and bodging learning gains based on average of self-assessed scores of participants

Table 15: Learning gains of participants in the craft skills and bodging training

| Learning outcome | Average of self-assessed score pre training | Average of changes in self-assessed score | Average of self-assessed score post training |
|---|---|---|--|
| How would you rate your current knowledge of wood turning | 5.0 | 2.67 | 7.8 |
| How would you rate your current knowledge of shaving wood | 8.3 | 2.67 | 8.0 |
| How would you rate your current knowledge of bodging | 4.0 | 3.67 | 7.8 |

Habitat mapping (27th May 2017)

Respondents to the feedback form reported an increase (Figure 13) in their:

- Current understanding of what community habitat mapping is and what it allows us to achieve
- Current understanding of how to distinguish between different habitat types
- Current understanding of how to correctly map and collect habitat mapping data
- How confident they felt in being able to map habitats correctly on their own

The greatest increase in understanding, with an average of changes in self-assessed scores of 3.6 points (Table 16), was with ‘current understanding of what community habitat mapping is and what it allows us to achieve’ and ‘current understanding of how to correctly map and collect habitat mapping data’.

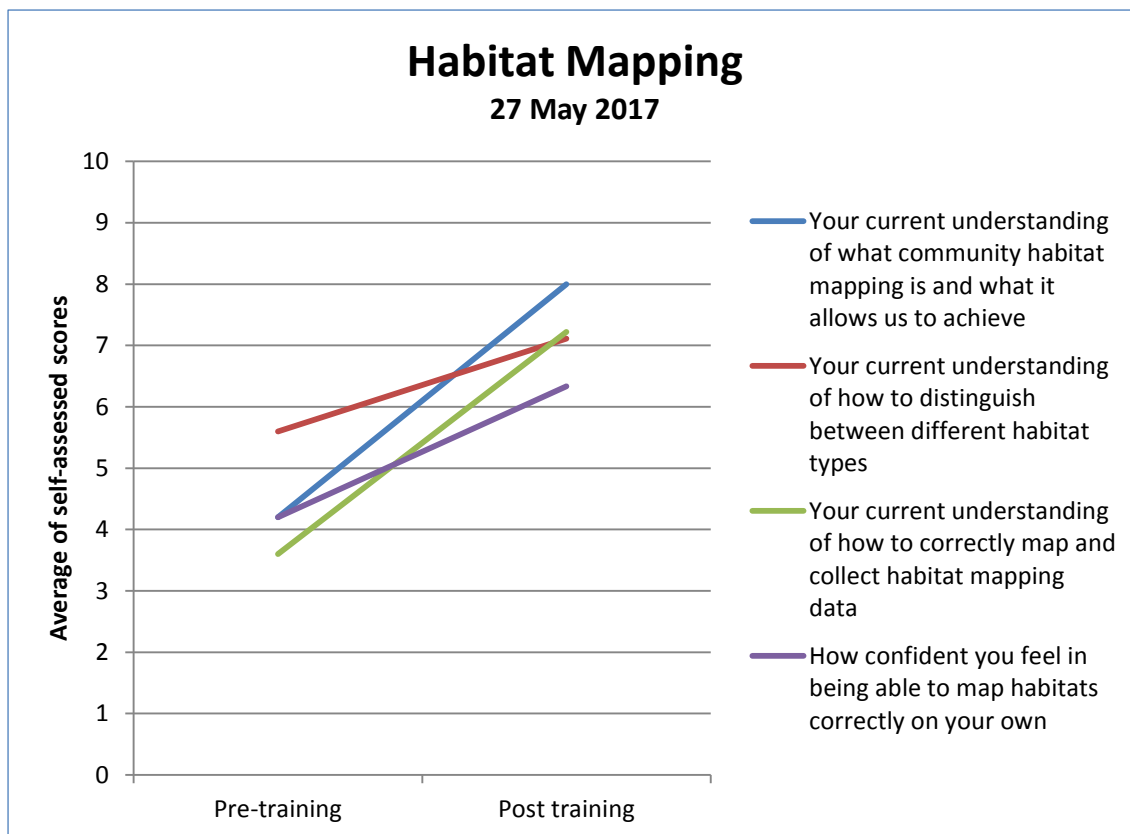


Figure 13: Habitat mapping learning gains based on average of self-assessed scores of participants

Table 16: Learning gains of participants in the habitat mapping training

| Learning outcome | Average of self-assessed score pre training | Average of changes in self-assessed score | Average of self-assessed score post training |
|--|---|---|--|
| Your current understanding of what community habitat mapping is and what it allows us to achieve | 4.2 | 3.6 | 8.0 |
| Your current understanding of how to distinguish between different habitat types | 5.6 | 1.4 | 7.1 |
| Your current understanding of how to correctly map and collect habitat mapping data | 3.6 | 3.6 | 7.2 |
| How confident you feel in being able to map habitats correctly on your own | 4.2 | 2.2 | 6.3 |

Common Land workshop (31st May 2017)

Respondents to the feedback form reported an increase (Figure 14) in:

- Knowledge about commons and village greens and the legislation regarding them
- Knowledge on obtaining consent for works and exemptions on commons
- Knowledge of good practice for management on commons including grazing
- Knowledge of taking action against unlawful works on commons and greens
- Knowledge of how to deal with encroachment on commons

The greatest increase in knowledge, with an average of changes in self-assessed scores of 4.2 points (Table 17), was on ‘how to deal with encroachment on commons’. The smallest increase in knowledge, with an average of changes in self-assessed scores of 1.8 points, was for ‘good practice for management on commons including grazing’, which may reflect the existing knowledge of participants in this area.

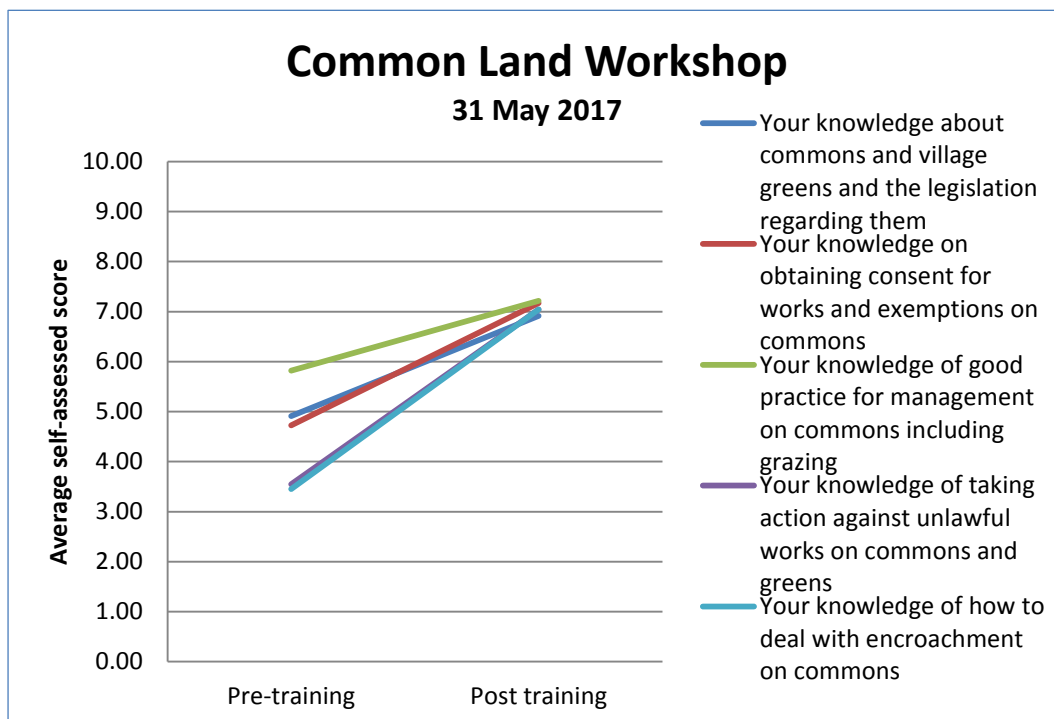


Figure 14: Common Land learning gains based on average of self-assessed scores of participants

Table 17: Learning gains of participants in the common land training

| Learning outcome | Average of self-assessed score pre training | Average of changes in self-assessed score | Average of self-assessed score post training |
|--|---|---|--|
| Your knowledge about commons and village greens and the legislation regarding them | 4.91 | 2.56 | 6.91 |
| Your knowledge on obtaining consent for works and exemptions on commons | 4.73 | 2.67 | 7.17 |
| Your knowledge of good practice for management on commons including grazing | 5.82 | 1.78 | 7.22 |
| Your knowledge of taking action against unlawful works on commons and greens | 3.55 | 3.89 | 7.04 |
| Your knowledge of how to deal with encroachment on commons | 3.45 | 4.22 | 7.04 |

Species identification workshop (17th June 2017)⁴

Respondents to the feedback forms reported an increase (Figure 15) in:

- Knowledge of heathland non-static species identification i.e. birds and insects
- Knowledge of heathland static species identification i.e. flowers, trees, mosses and lichens
- Knowledge of I Record

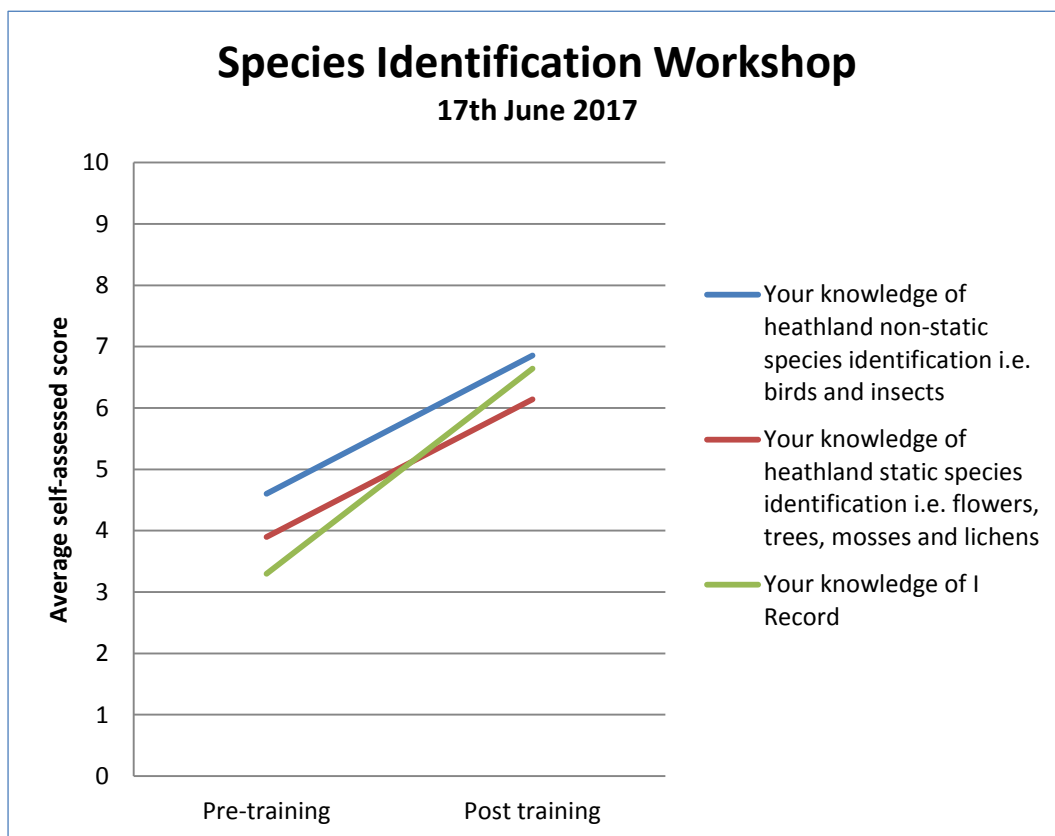


Figure 15: Species Identification learning gains based on average of self-assessed scores of participants

⁴ The Species Identification Workshop is formally in Year 2. It has been included here as an important training event.

The biggest change in participant understanding was with knowledge of iRecord where the average of change in self-assessed score was 3.9 (Table 18).

Table 18: Learning gains of participants in species identification

| Learning outcome | Average of self-assessed score pre training | Average of changes in self-assessed score | Average of self-assessed score post training |
|---|---|---|--|
| Your knowledge of heathland non-static species identification i.e. birds and insects | 4.6 | 2.6 | 6.9 |
| Your knowledge of heathland static species identification i.e. flowers, trees, mosses and lichens | 3.9 | 2.5 | 6.1 |
| Your knowledge of I Record | 3.3 | 3.9 | 6.6 |

Crafts and skills (11th July 2017)

Following the Crafts and skills workshop participants were asked to rate their understanding (Figure 16), on a 1 to 10 scale, of:

- How would you rate your current knowledge of wood turning
- How would you rate your current knowledge of shaving wood
- How would you rate your current knowledge of bodging

The average of the self-assessed scores of participants was 8.25 or above in all three areas (Table 19). The highest average score was 8.5 for ‘how you would rate your knowledge of bodging’. The average of the self-assessed scores post training was higher for this workshop compared to the workshop on craft skills and bodging held on 26th May 2017.

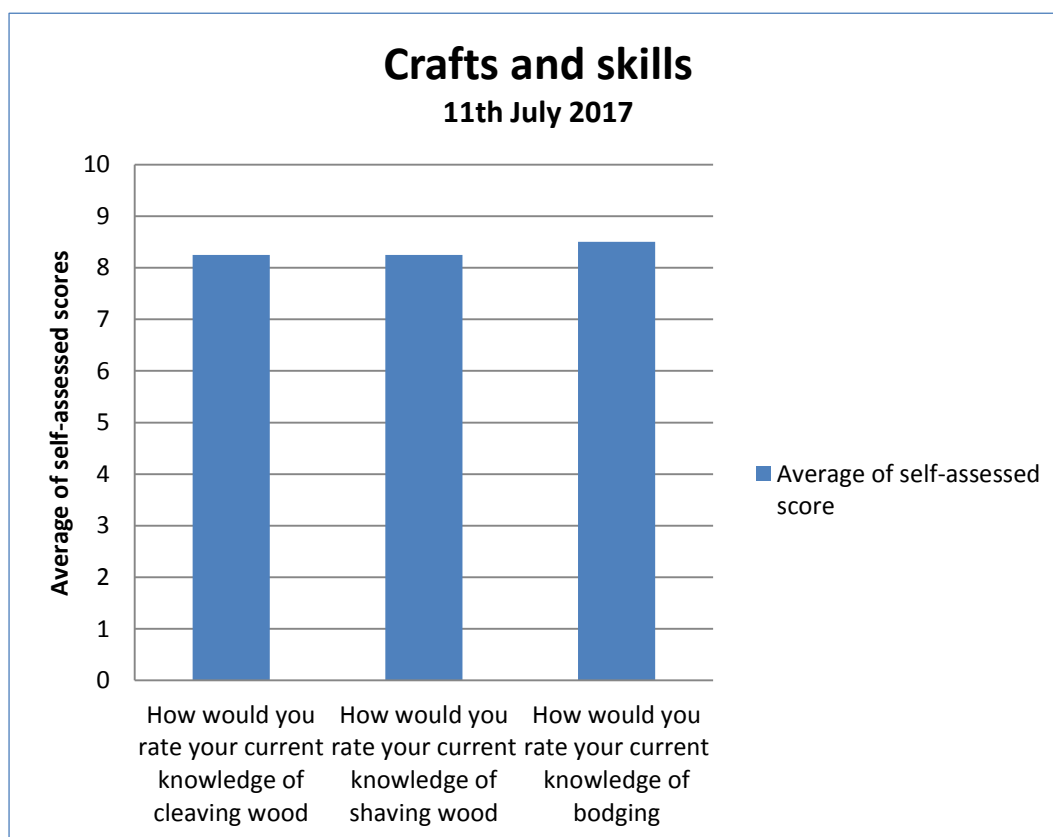


Figure 16: Crafts and skills learning gain based on average of self-assessed scores of participants**Table 19: Learning gains of participants in the crafts and skills training**

| Learning outcome | Average of self-assessed score post training |
|---|--|
| How would you rate your current knowledge of wood turning | 8.25 |
| How would you rate your current knowledge of shaving wood | 8.25 |
| How would you rate your current knowledge of bodging | 8.5 |

Q15: Have the skills been applied in practice?

Volunteers had received training in identifying and recording species: the volunteers should be submitting their iRecords following the training. Two volunteers commented that the training had given them the motivation to do species identification but they were not confident to put it into practice by themselves and would like to have opportunities to practice skills with someone more experienced.

MOD is also involved in fire plans – the training made the MOD look at these.



Heathlands Reunited 'Secrets of the Heath' launch event re-enactors, 3/9/16. Photographer: Anne Purkiss.

4. Evaluation Summary

The findings from the analysis of the data and information against the evaluation questions (Section 3) has been summarised in relation to each of the respective indicators (Table 20).

Table 20: Evaluation of *Heathlands Reunited* against indicators at the end of Year 1

| Key indicator | Comment |
|--|---|
| <p>Project has been well-managed.</p> | <p>Communications. The Project has made a good start in developing a coherent image and using novel and effective communications campaigns, especially the Taking the Lead on the Heath campaign. This campaign has been based on listening to what dog walkers say about their behaviour and that of other dog walkers and tailoring messages to chime with the perspectives and understandings of this target audience. During the remainder of the project efforts need to be made to get all partners on board and working in a consistent way. The momentum will need to be maintained.</p> <p>Some partners were uncertain about how far the new messages were getting through to the target audience. One partner said that information about project activities seemed to be going to the same group of people. It would be very useful to know how different kinds of project information (e.g. awareness-raising messages like the Taking the Lead on the Heath messages; publicity for project events, etc) is currently distributed and what audiences are being reached. This evidence could be used to target future communications more effectively so that they reach a wider audience.</p> <p>Capital works. Not all capital works went ahead as planned due to circumstances beyond the project's control. As a consequence tasks have been rescheduled for future years.</p> <p>Activities Plan. Most activities went ahead as planned and a few activities were brought forward by a few months. Overall, the Activity Plan appears to be on schedule.</p> <p>Data collection and management. The project has set up mechanisms for collecting data on many activities, for example through participant feedback forms for training and awareness-raising events. However the information is not collected systematically and the information used in different project documents (e.g. about attendance at events) is not always consistent. Lack of good data hampers effective evaluation of many aspects of the project's work.</p> |
| <p>% of volunteers and participants in activities who are from non White British backgrounds; % of M/F; % of disabled; % of LGBT, etc</p> | <p>The project has not done much work in trying to involve hard-to-reach groups during Year 1. This will be addressed in future years.</p> |

| Key indicator | Comment |
|---|--|
| % of heathland under active management at start and end of project | Much of the work planned for Year 1 was postponed, for example bracken spraying, due to factors outside the project's control and so has been rescheduled. However, the Project has managed to carry out some of the capital works planned for Year 1 as well as a few unplanned works. Partners welcomed what they saw as HLF's flexibility as it meant they could take pragmatic decisions rather than feeling constrained by the Project's timetable. |
| Number of people engaged in different events. | The 'Secrets of the Heath' event, held over the weekend of 3 rd and 4 th September 2016 when <i>Heathlands Reunited</i> was launched, attracted around 3,000 people. 'Lynchmere Across the Ages', however was less well attended. |
| Number of people who have been involved in heathlands and volunteered time. | <p>From the start of the project until the end of June 2017, 901 volunteer days (889 on heathland management tasks and 12 helping at events) have contributed to project achievements. It is likely that most of these volunteer days have been from existing volunteers within each partner organisation. The information about volunteers signing up through the <i>Heathlands Reunited</i> project is unclear and it is hard to know how many people have expressed an interest in volunteering, in order to compare this with the number who have actually volunteered.</p> <p>Apart from volunteers assisting with heathland management tasks, such as scrub clearance, volunteering activities seem to have got off to a slower start than expected in Year 1. Volunteers at the Review Session commented that they would like to get more engaged but didn't feel they were being told enough about project activities; two partners said that they hadn't had any new volunteers through the <i>Heathlands Reunited</i> project so far. Volunteers are essential for the ongoing management of heathlands so this is an area in which the project will have to make more progress from Year 2.</p> |
| Number of responses to participant surveys reporting an improved understanding of heathlands following community events. | Participants at all four community events held during Year 1 said that they had found these informative and engaging. They mentioned a large number of different topics they had learnt about, with insects, reptiles, birds, animals and their habitats being mentioned most frequently. |
| Responses to participant survey questions relating to the success and enjoyment of community and training events. | The project has provided a range of training activities in different topics; all the training has been well-received. Partners felt that they had been able to suggest what training was needed and that meant that the courses were all relevant. In future years more training in woodland and other land management may need to be targeted more towards volunteers than to people working in partner organisations. Some training events were not well-attended. Volunteers felt that members of the public were not being given information about many of the events; project partners said that they needed to receive information about Project events earlier, so that they could pass information on to others in their own organisations and to their volunteers. |

| Key indicator | Comment |
|--|--|
| Number of people who have developed and applied skills. | A range of training workshops have been run which have enabled people to develop skills. The Fire Plan workshop has resulted in project partners/land managers considering fire plans for their sites although none have been prepared so far. While project partners/land managers have had the opportunity to use the skills acquired during training sessions, the same does not apply to volunteers. Some volunteers have commented that, while they are motivated, they are not confident and would like more practice with a mentor to help them apply their skills. |



Heathlands Reunited ‘Secrets of the Heath’ launch event at Petersfield Heath, visitor learning about amphibians, 3/9/16. Photographer: Anne Purkiss.

5. Conclusions

From the point of view of the project's logic model, the conclusions of the Year 1 evaluation focus on the extent to which, and how well, the planned outputs have been achieved and on understanding the reasons for any changes. The project is accountable for the resources contributed by HLF, and partners are accountable to their own members and funders, and so the evaluation seeks to provide a transparent account of how these resources have been used and with what results. Results, or outcomes, of the project can be expected to become more apparent as the project develops up to Year 5; some longer-term impacts may emerge in the later years of the project while others may not be appreciated until after its end.

Here we draw together conclusions about the outputs of the project's activities, including capital works, and seek to identify learning and recommendations that are relevant for project management.

Conclusions

To what extent were outputs achieved?

The project was successful in establishing **governance structures and processes** including a Project Steering Group involving project staff and selection of partners. The Steering Group is itself accountable to the SDNPA Woods and Heaths Themed Programme Board. However this governance mechanism was not felt by some partners to adequately involve delivery organisations. Partners mentioned delays in the communication of key information for planning and management, especially the dates and purposes of events including training and coordination activities. Some partners proposed additional forums, for example an annual planning meeting to set dates for key activities and ensure that these were joined up with partners' own planning.

In terms of the **restoration and creation of heathlands habitat**, the project undertook works on 39.75 ha of land, just over half of the area planned to be managed, restored or created in Year 1 (72.25 ha) (see Appendix D). The main reasons for not achieving the target for Year 1 was that Year 1 bracken spraying activities were postponed because the project started later than expected and by the time activities were up and running, the season for bracken spraying had passed: this meant that 31 ha was not sprayed.

Works were undertaken to create 3 km of corridor (Table 3), which represents one third of the total to be created during the project (9 km), which is on target for the expected amount of corridor to be created.

Overall, while progress with the restoration and creation of heathlands habitat has been slower than expected, the reasons for not achieving as much as expected relate to a situation that is specific to Year 1 (the delay to the start of the project) and the delayed activities have been programmed to be carried out over the remaining four years. This is a feasible target. Some partners brought forward activities planned for later years to take advantage of the time available.

The activities planned for Year 1 to **inform people and local communities about their heathland heritage** were partially achieved. The project's web page link received 3416 page views between August 2016 and August 2017. The web portal was developed and went live for partners in May 2017. Some progress has been made in creating interpretation trails and installing interpretation boards, which are due to be completed in Year 2. The Heathlands for Humans themed talks' (Activity 1.B.3) target of getting local groups to organise 50 talk and walk combined events over the project period is perhaps ambitious, particularly as this activity is not programmed to start until Year 2 (although one successful event has been held at the beginning of Year 2).

Activities to **engage people and communities** were generally extremely successful, with some 3,000 members of the public attending the annual 'Secrets of the Heath' event at which *Heathlands Reunited*

was launched. Feedback from partners and participants was very positive. The Heathlands Forum event for local landowners and managers of heathlands sites was also well-attended and elicited positive feedback from a range of participants. Both the 'Secrets of the Heath' and the Heathlands Forum are events that have been run previously, so the *Heathlands Reunited* project was able to build successfully on existing knowledge.

The less successful 'Lynchmere Across the Ages' was a new event which was intended to take the 'Secrets of the Heath' message to local audiences. The project has identified learning from this experience and is seeking to promote the next local event more widely and to more targeted audiences.

A very high number of activities were held to **involve local people and communities** with their heathland heritage, with mixed results. All the events were very well received by both partners and members of the public who considered them well-organised and providing valuable content. The most successful events were clearly targeted at receptive audiences: this is the case with the Take the Lead activities for dog walkers and the Fixed Point Photography training. Other high quality training events and workshops were not as well attended as expected. Several partners mentioned that they would have publicised these activities further but they had not been provided with the information in time, while others felt that the audience for some of the activities was unclear. Volunteers mentioned that they often found it hard to get information about project activities even after they had signed up to volunteer.

How well were outputs achieved?

The continued commitment and support of partners in the *Heathlands Reunited* project's **implementation and governance** has been positive, with all partners playing an active role. This builds on previous joint initiatives through the Heathlands Forum and the Secrets of the High Woods project, but is a significant achievement of the project, bearing in mind the large area covered and the limited resources of individual partners. Partners mentioned the effective branding of project with an attractive logo and innovative communications, for example around the Take the Lead campaign.

While progress on the **restoration and creation of heathlands habitat** has been slower than expected, the project team and participants were confident that the approaches taken were effective. In particular, participants at the review session commented that the flexible approach taken by the project, with activities being rescheduled to fit with weather and natural conditions had ensured that the best use was made of resources available, rather than the emphasis being on meeting targets for the sake of ticking boxes. The success of this approach must also be down to the high level of commitment of partners: several partners took up opportunities to bring forward other activities to fill in gaps when planned works were postponed.

The public events run by the project so far have been very successful in **informing people and communities about different aspects of heathlands**, from habitats and wildlife to heathlands history and culture. A range of different activities have been organised, appealing to different audiences and interests. The challenge that still needs to be addressed is to target communications effectively to make sure that high quality events are getting the audiences they deserve. This appears to be a problem of project management and activity planning: communications staff from different partner organisations said that they were coordinating and liaising with the communications departments of other organisations, but that they were receiving information too late to take effective action.

Problems with communications may also be affecting the **involvement of local people and communities**. Volunteering levels for the project as a whole are high, but this may reflect the established work of a few national organisations such as the RSPB rather than the situation across the project as a whole. Both volunteers and partners expressed concern about how hard it is to get information about project events and activities.

Learning and recommendations

Lessons for project management

- The data collected by the project is held in different places and difficult to find and use. This made it hard to draw robust conclusions about what has been done during Year 1 and the outputs of those activities. This is something that needs to be addressed urgently going forward.
- Information on volunteer activities and involvement should be improved as part of a stock-taking of how the Project has been working with volunteers. The key focus of the review should be on communications with volunteers. Both active volunteers and those who have expressed an interest but have not yet engaged directly need to be kept informed about what the project is achieving, how volunteers are contributing and what activities are coming up. This will help to make them feel part of the Project and increase their long-term commitment.
- The project team needs to encourage the return of more feedback forms from both community events and training sessions. Also, it might be interesting to get estimates of numbers of different age groups attending community events (such as ‘Secrets of the Heath’).
- Publicising awareness-raising and training events needs to be better organised. This may involve partners identifying the audiences for different kinds of events so that their communications teams can target information to these audiences. It might be worth mapping current communications channels and target audiences. This would help to identify where there are gaps or weaknesses in communications channels for certain target audiences.
- Partners appreciate being able to participate in project events and training activities but they need time to plan ahead for this. Partners made several good suggestions about how project planning and coordination could be improved:
 - Have a named contact person for each delivery partner who should be involved in planning;
 - Plan and hold project meetings with partners: this could possibly be a short, focused session on planning future events;
 - Have a simple project plan on the portal with individual plans for each delivery organisation.
- Planning of training events needs a greater lead in time to allow training to be advertised widely; training for volunteers needs to be at a weekend or in the evening.

Recommendations for evaluations in Years 3 and 5

- Once the content and structure of Year 1 evaluation report has been finalised, the same structure and contents should be used for the evaluation reports in Years 3 and 5, to allow progress to be charted and the results achieved in different years compared (for example, numbers of volunteers participating in different ways, number of people attending events, feedback categories, etc)
- Streamline the Review Session to focus on a few key questions.

Appendix A: Logic model/theory of change

The logical model/theory of change is structure around heritage, people, communities and governance, which constitute the four elements for evaluation of *Heathlands Reunited*. Text highlighted in bold represents the specific aspects that the project management team required the evaluation to take into account.

| Inputs | Activities | Outputs | Outcomes | Impacts |
|--|--|--|--|--|
| Heritage | | | | |
| <ul style="list-style-type: none"> • Staff time and expertise. • Volunteer time • Funds. • Capital Works Plan. • Contractors. | <ul style="list-style-type: none"> • Capital works in the 14 clusters of sites and other areas. • Training in skills to manage and record the heathland heritage (included in the Activity Plan). | <ul style="list-style-type: none"> • Capital works undertaken. • Positive impact on over 250 ha of heathland. • Skills developed to manage and record the heathland heritage. | <ul style="list-style-type: none"> • Heathland is better managed, in better condition, better identified and recorded. • Skills developed have been used to manage and record the heathland heritage. • Conservation management objectives fulfilled. • Development of sustainable approaches to heathland management. | <ul style="list-style-type: none"> • Improved state of the heathland heritage – Bigger, better and more joined up. • More sustainable heathlands management. • Improved status for heathlands as an important habitat within the National Park? |
| People | | | | |
| <ul style="list-style-type: none"> • Staff time and expertise. • Volunteer time. • Funds. • Activity Plan. • Contractors. | <ul style="list-style-type: none"> • Activities included in the Activity Plan. • Learning and participation opportunities made available to all. • Hard to reach groups encouraged and supported to get involved. | <ul style="list-style-type: none"> • Targets & measures of success for each activity in the Activity Plan. • A diversity of individuals engaged and involved in the project. • Increased the awareness and understanding of 30,000 people. • Directly involved over 8,000 people in project activities. • Trained 330 people in heathland skills. | <ul style="list-style-type: none"> • People have developed skills⁵. • People have learnt about the heritage⁶. • People have volunteered time⁷. • Impacts on heathland from negative behaviours reduced. | <ul style="list-style-type: none"> • Greater recognition of the benefits of heathlands to people. • Greater understanding of the need to manage heathlands. • Deeper levels of understanding gained through volunteering. • Reduced conflict between all heathland user groups. |

⁵ Activity Plan Outcome 3C.

⁶ Activity Plan Outcomes 1A & 1B.

⁷ Activity Plan Outcome 3B.

| Inputs | Activities | Outputs | Outcomes | Impacts |
|---|---|--|--|--|
| Communities | | | | |
| <ul style="list-style-type: none"> • Staff time and expertise. • Funds. • Activity Plan. • Contractors. | <ul style="list-style-type: none"> • Activities included in the Activity Plan. | <ul style="list-style-type: none"> • Targets & measures of success for each activity in the Activity Plan. | <ul style="list-style-type: none"> • Environmental impacts that affect communities have been reduced⁸. • More people will have engaged with the heritage⁹. • The local area will be a better place to live, work or visit¹⁰. | <ul style="list-style-type: none"> • Better and more sustainable relationship developed between communities, their Heathland and those who have responsibility for managing it? • Communities feel a stronger connection to their local heaths and feel that they are better informed about them. |
| Governance | | | | |
| <ul style="list-style-type: none"> • Governance arrangements for partnership working. • Partners' time. | <ul style="list-style-type: none"> • Steering Group meetings. • Project management and delivery. • Project monitoring. • Partnership working strengths and weaknesses. | <ul style="list-style-type: none"> • Outputs from Steering Group Meetings. • Monitoring data • Key challenges for the project addressed by Steering Group and project staff. | <ul style="list-style-type: none"> • Lessons learnt. • Effectiveness of opportunities at enabling people to get actively engaged in the project. • Elements of project governance and ways of working contributed to achieving outcomes. • Wider benefits arising from the collaborative approach to delivering Heathlands Reunited. | <ul style="list-style-type: none"> • Lessons transferred to other situations. • Achievement of influence beyond the project area. |

⁸ Activity Plan Outcome 3A.

⁹ Activity Plan Outcomes 2A & 2B.

¹⁰ Activity Plan Outcome 3A.

Appendix B: Evaluation questions and indicators

Evaluation questions and indicators have been devised and linked to the different elements within the logical model (Appendix A). Aspects required by the project management team to be taken into account in the evaluation framework are highlighted in bold.

| Logical step | Element | Key indicator | Evaluation question | Data collection method |
|-------------------|--|--|--|--|
| INPUTS | Heritage, people, communities and governance | Project has been well-managed. | Has the project proceeded according to plan? | Years 1 & 3 Review sessions. Year 5 Review session with partners and project staff. |
| | | | What are the Partnership working strengths & weaknesses? | |
| ACTIVITIES | Heritage, people, communities and governance | Project has been well-managed. | Has the project proceeded according to plan? | Years 1 & 3 Review sessions. Year 5 Review session with partners and project staff. |
| | | | What is working well? What is working less well? What lessons are there for improved performance? | |
| | | | What are the Partnership working strengths & weaknesses? | |
| People | % of volunteers and participants in activities who are from non White British backgrounds; % of M/F; % of disabled; % of LGBT, etc | How were learning and participation opportunities made available to all? | Years 1 & 3 Review sessions. Years 3 & 5 Community focus group. Year 5 Review session with volunteers. Year 5 Review session with partners and project staff. | |
| | | Were hard to reach groups encouraged and supported to get involved and, if so, how? | | |
| OUTPUTS | Heritage | % of heathland under active management at start and end of project. | What area of heathland has been actively managed as part of this project? | Data collection on capital works undertaken within the Management & Maintenance Plan. |
| | People | % of volunteers and participants in activities who are from non White British backgrounds; % of M/F; % of disabled; % of LGBT, etc | What was the diversity of project participants? | Data collection on activities undertaken within the Activity Plan. |
| | Communities | Number of people engaged in different events. | Have awareness-raising events been successful at engaging people? How many people have engaged? | Data collection on activities undertaken within the Activity Plan. Years 3 & 5 Community focus group. |
| | Governance | Project has been well-managed. | Have key challenges of the project been addressed and how? | Outputs from meetings and decisions made. Years 1 & 3 Review sessions. |

| Logical step | Element | Key indicator | Evaluation question | Data collection method |
|-----------------|------------------------|--|---|--|
| OUTCOMES | Heritage | Improved state of the heathland heritage and more sustainable management compared with the start of the project. | Have conservation maintenance objectives of the project been fulfilled? | Data collection on capital works undertaken within the Management & Maintenance Plan. Year 5 Review session with partners and project staff. |
| | | | Have sustainable approaches to Heathland Management been developed e.g. use of biomass? | |
| | Heritage and people | Number of people who have been involved in heathlands and volunteered time. | How many people have contributed to the improved management and maintenance of heathlands through their involvement in project activities and how? Has their input been effective in helping to improve the heritage? | Data collection on activities undertaken within the Activity Plan. Years 1 & 3 Review sessions. Year 5 Review session with volunteers. |
| | People and communities | Number of responses to participant surveys reporting an improved understanding of heathlands following community events. | Have methods of interpretation and information provision, through events and the web portal, been successful? How many people are known, or estimated, to have increased their knowledge and awareness through provision of interpretation? | Data collection on activities undertaken within the Activity Plan. Years 1 & 3 Review sessions. Years 3 & 5 Community focus group. Year 5 Review session with volunteers. |
| | People | Responses to participant survey questions relating to the success and enjoyment of community and training events. | What did participants like most about the training events? Did participants consider that anything could be improved? | Data collection on activities undertaken within the Activity Plan. Years 3 & 5 Community focus group. Year 5 Review session with volunteers. |
| | | Number of people who have developed and applied skills. | Have training sessions been successful at developing skills? How many people have developed different skills? | Data collection on activities undertaken within the Activity Plan. Years 1 & 3 Review sessions. |
| | | | Have the skills been applied in practice? | Year 5 Review session with volunteers. |
| | | Reduced disturbance to livestock and wildlife by dogs at the end of the project compared to the start. | Has disturbance to livestock and heathland wildlife been reduced as a result of changed attitudes and behaviours? | Years 3 & 5 Community focus group. Year 5 Review session with partners and project staff. |
| | Communities | Responses to participant survey questions relating to the success and enjoyment of community and training events. | What did participants find most informative and engaging about community events? How did participant describe the events? | Data collection on activities undertaken within the Activity Plan. Years 3 & 5 Community focus group. |

| Logical step | Element | Key indicator | Evaluation question | Data collection method |
|----------------|---|---|--|--|
| | | Local area is a better place to live, work or visit. | Is the local area a better place to live, work or visit as a result of changed attitudes or behaviours in and around heathlands and, if so, what brought about this change? | Years 3 & 5 Community focus group. Year 5 Review session with partners and project staff. |
| | Governance | Project has been well-managed. | Which elements of the Project's governance and ways of working contribute to achieving outcomes? | Year 5 Review session with partners and project staff. |
| | | | What lessons have been learnt? | |
| | | | What wider benefits have come from the collaborative approach to delivering Heathlands Reunited? | |
| | | | How effective were the opportunities offered at enabling people to get actively involved in the project? | Years 3 & 5 Community focus group. Year 5 Review session with volunteers. |
| IMPACTS | Heritage | Improved state of the heathland heritage and more sustainable management compared with the start of the project. | Has the project resulted in the heathland heritage becoming bigger, better and more joined up? | Year 5 Review session with partners and project staff. |
| | | | Are landowners and managers able to sustain the improvements beyond the life of the project and, if so, why? | |
| | People | Number of responses to participant surveys reporting an improved understanding of heathlands following community events. | Are people more aware of: a) the value of heathlands for wildlife? b) the need to manage heathlands and what management entails? c) the benefits to people including for access and recreation? | Years 3 & 5 Community focus group. |
| | | | Have deeper levels of understanding and participation and engagement been achieved through volunteering? | Year 5 Review session with volunteers. |
| Communities | More sustainable relationship between communities and heathlands. | Has a better and more sustainable relationship developed between communities, their Heathland and those who have responsibility for managing it? | Years 3 & 5 Community focus group. Year 5 Review session with partners and project staff. | |
| Governance | Improved status of heathlands within the National Park | Has there been a resulting improved status for heathlands as an important habitat within the National Park? | Year 5 Review session with partners and project staff. | |

| Logical step | Element | Key indicator | Evaluation question | Data collection method |
|--------------|---------|--------------------------|---|------------------------|
| | | Lessons learnt. | Is there a process for transferring lessons learnt to other projects? | |
| | | Wider project influence. | Has influence beyond the project area been achieved? | |
| | | | Have there been additional benefits within the project area (e.g. additional funding, unexpected benefits)? | |

Appendix C: Review Session Outputs

Heathlands Reunited (HeRe) Year 1 Review Session 10th July 2017

SUMMARY OF PROCEEDINGS

Review Session purpose and format

The purpose of the review session was to look at the activities carried out by the project and explore what is working well and not so well and what results are being achieved.

Separate sessions were held for project partners and people who are participating as volunteers so views could be shared with people who had had similar experiences.

The day was interactive and enabled people to offer their views. It also included information about activities and capital works, as well as plans for the future, and a short explanation of the approach to monitoring and evaluation.

Participants

| Name | Institution / Role |
|-------------------------|--|
| Penny Buchan – am only | Volunteer |
| Dan Cornell – pm only | South Downs National Park Authority (SDNPA) |
| David Elliott | National Trust (NT) |
| Julianne Evans | RSPB |
| Robert Hodson | Defence Infrastructure Organisation (MOD) |
| Ian McConnell | Natural England (NE) |
| Bruce Middleton | South Downs National Park Authority (SDNPA) |
| Andy Player | South Downs National Park Authority (SDNPA) |
| Abbey Rice | South Downs National Park Authority (SDNPA) |
| Stephen Sibbald | South Downs National Park Authority (SDNPA) |
| Emma Stanbury | South Downs National Park Authority (SDNPA) |
| Nella Strologo | Volunteer |
| Jane Willmott – pm only | Sussex Wildlife Trust (SWT) |
| Facilitators | |
| Teresa Bennett | Collingwood Environmental Planning Ltd Associate |
| Paula Orr | Collingwood Environmental Planning Ltd |

Session 1. Project introduction

Summary of presentation by Andy Player

- Heathlands Reunited was launched in June 2016
- The project covers 1% of the National Park with 41 sites and 11 partners
- The cost of the project is £2.7m with £1.44m from HLF
- Main purpose is to connect heathlands with people and communities
- Key outputs include:
 - Management to restore, improve, reconnect and create heathlands
 - Activities to inform, engage and involve people and communities

Session 2. Presentation of Year 1 Activities

Summary of presentation by Bruce Middleton

- Work went into preparing the logo which HLF liked
- Launch took place at Petersfield Heath
- A Heathland Forum is held each year
- Works over the winter included:
 - Rhododendron clearance
 - Fire break creation
 - Woodland clearance
 - Scrub clearance by contractors and volunteers
 - Turf removal for bare ground creation – helped by golf course staff
 - (Bracken control deferred)
 - Total of about 60 ha of works on the ground, plus the creation of corridors in two places
- Contract management training held
- John Muir Award training held:
 - Covered learning on what heaths are about
 - Being able to do heathland works is being included in the John Muir Award for SDNPA staff
- Fire plan training – fire plans must be in place for Countryside Stewardship
- Fixed point photography (FPP) training – there is a challenge for people to take their photos and upload them
- Species identification training included how to use iRecord
- Other training held:
 - Community habitat mapping
 - Skills crafts
 - Commons law
- Farm visit to HIWWT farm
- The web portal is up and running and a newsletter is produced every 6 months
- Several events are planned for the rest of the summer e.g. Hairy not scary which didn't happen previously due to possibility of TB in cattle
- Take the Lead campaign – dog walking and owner videos in use

Session 3. Review of project activities – summary

What worked well?

SDNPA group:

- Strong and important messages
- Project is getting message across
- Messages picked up outside HeRe project
- High quality communications

Volunteer group:

- The project is brilliant – e.g. Project Manager's expertise and manner
- The led events have been very good – they have linked learning with practice

Partners group:

- Practical work on the ground
- Communications, especially Take the Lead: the communications is of good quality Communications has created a strong project identity

What could be improved?

- Communications work could be more joined up so that people know about all the things/events that are coming up. Because there are lots of partners and lots of people within each of the organisations, information is not always passed on within partner organisations.
- Attendance at events: need to be clearer about who they are for and to target advertising to the right people.

- Timing of events: volunteers who work can't attend during the week – this can make them feel that they have missed out on things.

Session 4. How well have the project's heritage outcomes been achieved?

- *Note: there was a question about the use of the term 'heritage': some participants felt that this should focus on culture and that this aspect was not reflected in the questions. The Heritage Lottery Fund has a broad understanding of 'heritage' as "projects ranging from museums, parks and historic places to archaeology, natural environment and cultural traditions."* Preserving the natural heritage of the South Downs is an important component of the Project.

1. Have the capital works proceeded according to plan?

- Yes – National Trust has done what it said it would do and has the impression that works on other sites are going well.
- MOD – lumped a lot of work into year 1. Bramshott & other sites – were doing some dotted around several sites and idea to group work for cost effectiveness. So not necessarily followed the pattern of the plan. Also concerned about HLS and how work will or will not be funded. Aiming to fund works before HLS ends.
- Works at Bramshott in opening up the views had benefits not just for heathland but also for people and groups using the site – so multiple benefits.
- Wiggonholt – self-guided trail not happened yet. Working out how to brand it but will go ahead in year 2.
- Felling licences are always an issue: the project needs to find a way of helping partners to address this in good time.
- Fencing licences are also needed for common land: these need approval from the Secretary of State for the Environment. This takes a lot of time so people need to plan ahead.

2. How have the training opportunities contributed to the better management of sites?

- Now progressing a fire plan at Wiggonholt, as a prevailing wind would bring fire to the visitor centre.

3. How have volunteers been involved with the management of sites?

- RSPB already have an active team of volunteers on site and clarity is required between that and volunteering in relation to HeRe. But have been using the opportunities map of SDNPA and RSPB have a waiting list of roles so can redirect volunteers back to HeRe.
- Stanley and Lynchmere Commons: volunteers have been involved in weeding. Lynchmere Society has reported that they aren't using felling equipment because they don't have people trained in this.

4. Are opportunities being taken for learning? Have management works been communicated to people/communities?

- At Bramshott MOD agreed that they should put up some information signage that explains reason for management works on site.
- Interpretation relating to management works on site will be something for the Communications Team to do because MOD has no funds and contractors will just put up a 'stay out' notice.
- Similarly, RSPB will need interpretation for major works.

5. Has there been any reaction to management works by people/communities and, if so, in what way?

- Some disquiet by walkers and local people in seeing works at Bramshott. Saw people on site and talked to them and so negative feelings were turned to positive.
- Dealing with individuals' and communities' concerns is an ongoing issue.
- HeRe project is seen as being 'a bit more rounded' in terms of addressing these concerns.
- Scrapes could be better communicated.

6. In what way has the Take the Lead on the Heath campaign affected heathland sites so far?

- RSPB – Take the Lead not fully developed on RSPB sites so far. Site staff have already planned their activities and so fitting more things in is difficult. Can play the videos on screen (in the visitor centre) and have leaflets. Would like to do volunteer workshops (with staff as well) on the Take the Lead campaign.
- Would be useful to know what has happened so far – whether any dog ambassadors been recruited [it was noted that this is still being worked on]. One RSPB volunteer is willing. Talks at Brinsbury were good and could be repeated. Videos would be good in schools.

Session 5. How well have the project's outcomes for people and communities been achieved?

Session 5.A. How well have the Project's skills development outcomes been achieved?

1. Were learning and participation opportunities made available to all?

- Not sure because the events draw from the same pool of people each time. There is an issue with training being advertised at short notice. Time is needed to disseminate information and then to get input back. SWT went out to volunteers (they have a lot of volunteers) but there was an issue of timing. Some volunteers attended training.
- It was not clear to RSPB that all courses were for volunteers. So need forward planning to give time to plan, disseminate information and to get volunteers involved.
- It was noted that there was an issue with delayed start to project and getting things done in the first year.
- Volunteers who have been on training courses as part of their traineeship with SWT will have been helped with getting jobs in the future – this is an impact of the project. SWT trainees are paid for a certain number of days but also volunteer as well.
- Similarly with the NT, information on the training courses was sent out to people working on NT properties.
- Good signposting from one event to another.

2. Were hard to reach groups encouraged and supported to get involved and, if so, how?

- Not done much at present – mainly through volunteers.

3. Have training sessions been successful at developing skills?

- Training events were put too close together, as this makes it difficult to fit in with work. Would be better if they were spread out.
- Natural England was pleased that fire plan training taking place because time for application for stewardship funding is running out; also pleased that land managers are taking fire plans into account.
- Woodland management – was interesting but not the right audience. It is sometimes better if different people are invited – so it may be an issue of targeting the right audience for a training event.
- Common Law training was well received.
- NE pleased that contract management course was run because it is important for the public to see value for money.
- The range of courses has been good because partners had an input into which courses went into the plan.
- All training has been well received.
- The suggestion was made that there could be more courses – more on woodland management, more of practical skills training.
- Want people who look after the heathlands to participate in the training sessions rather than partners.
- The suggestion was made for summer activities for children.
- Assistant volunteer ranger training required as well as family orientated activities.

Session 5.B. How well have the Project's volunteering outcomes been achieved?

1. How have people contributed to the improved management and maintenance of heathland through their involvement in project activities?

- Too early to say. Seasonal work will be done in future /next year.

- iRecord records are hopefully being input following the training.
- Opportunities are needed for practicing skills alongside an expert.
- Organisations struggle to manage heathlands without volunteers and sites would go downhill if people didn't volunteer their time.
- Some Training Marshalls (from the MOD) got involved in Take the Lead so they are helping to turn things around. Although it is not their job they took it up.
- MOD is also involved in fire plans – the training made the MOD look at these.

2. Has volunteer's input been effective in helping to improve the heritage?

- SWT said that they have not had any new volunteers through the Project yet.
- RSPB said that they don't need more volunteers (as they have a waiting list for roles) and would like clarity between HeRe volunteering and their normal volunteering roles.
- RSPB have lots of volunteers on heathlands e.g. doing bracken work. It was pointed out that volunteers undertaking these roles act as match funding.

Session 5.C. How well have the project's learning outcomes been achieved?

1. Have methods of interpretation and information provision been successful?

- Most of the interpretation and information provision activities have not yet happened.
 - The self-guided trail interpretation walk is happening at the end of the month: there has been a lot of interest.
 - SWT has held a day on heathlands history and conservation with A level students: they seemed to find it positive, but there was no formal feedback.
 - RSPB has its own bespoke programme: all reserves across the country deliver the same programme. This makes it more complicated to coordinate with the HeRe project interpretation and information provision.
 - Interpretation boards: there was a discussion about how project interpretation boards would fit with partners' own branding.
- Take the lead
 - The campaign has been successful in creating material on why the issue is important
 - It has successfully framed the message as an ask not an order.
 - The online portal is expected to provide a resource where partners can access project materials. This is not yet live and partners will need to be trained. But there is information available on the website at the moment, e.g. materials for the Take the Lead campaign.

2. Have people gained a better understanding of heathlands?

- Summary: this is difficult to measure!

3. Have people learned about heathlands wildlife?

- There is a link to the Skills Development outcome: through the Identification course, people are learning to identify species.
- It is much too early to see wider learning outcomes – these will be associated with establishing the identity of the project.
- The project has focused on delivery, less on linking up to wider awareness-raising.
- Improved forward planning would help let people know about events – learning events need learning materials so that also relies on forward planning.
- The first year of the project has been about setting up.
- It was recognised that learning must be 'actionable' [possible to translate into actions] in order for outcomes to be measured. A drop in complaints from members of the public, e.g. about scrapes and tree-felling, was suggested as a possible indicator.

Session 5.D. How well have the project's engagement outcomes been achieved?

1. Have awareness-raising events been successful at engaging people?

- Partners considered that the open space events were very good. But volunteer (who is a member of the Open Spaces Society) had not been aware of these events and would have liked to attend.

- Partners also felt that Forum events were good but again the volunteer was not aware of these activities. These activities could be advertised to a wider audience. If events are only targeted to certain people, other interested people may miss out and sometimes the events are undersubscribed.
- Having a plan of activities was seen as important by both partners and volunteers: all need to know what is coming up so that they can plan for it. For volunteers, if they really want to go to an activity on a weekday, they can take time off as holiday.
- This is an opportunity for SDNPA to get the wider public involved.
- Learning: it takes time to build up wider public awareness of events like Secrets of the Heath.
- Some topics covered in the first year could be revisited later in the project, e.g. the Ben Law day.
- The NT is using the dog walking materials to engage with members of the public. One person suggested that the dog walking materials could be used to communicate about wider responsibilities of people using the heaths.

2. Have people been inspired to visit heathlands as a result of the awareness-raising events?

- There is evidence that the heaths are getting busier, e.g. the NT's car parks have got fuller over the past 5 – 10 years.
- NT is not concerned about bringing more people to the heaths: this is not an issue.
- For the MOD, public engagement is not a priority although the institution accepts that it is part of the HeRe project.

Session 6. Introduction to the Heathlands Reunited evaluation

Summary of the presentation

- The evaluation is being carried out by Collingwood Environmental Planning Ltd.
- The aims of the evaluation are with respect to:
 - Reporting to HLF
 - Understanding the impact of the project
 - Providing information on project management for improved delivery where necessary
 - Demonstrating accountability
 - Building evidence on the legacy of the project
- The evaluation covers the five years of the project with evaluation activities and reporting in Years 1, 3 and 5.
- Year 1 evaluation activities cover:
 - Review of the evaluation approach
 - Analysis of monitoring data
 - The Review Session (10th July 2017)
 - Year 1 Interim Review Report (due at the end of August 2017)
- The outputs from the evaluation will include:
 - Interim review reports in Years 1 and 3
 - A summative evaluation report in Year 5
- The approach to the evaluation uses a logical model/theory of change in which the inputs, planned activities and outputs result in anticipated outcomes and impacts.
- The theory of change has been used to define 15 indicators and a series of evaluation questions.
- So far, review of Year 1 monitoring data shows the events and training courses to have positive results.
- The purpose of the Year 1 Review Session is to explore aspects of the project not covered by monitoring data.
- The Year 1 interim report will be used to provide learning about the project so far, identify areas for improvement and to report to HLF on progress.

Session 7. Governance

1. Has the project proceeded according to plan? If not, what are the main issues?

- One of the reasons for delays has been that things on the ground have changed since the project was submitted, e.g. trees have been felled.
- The project has been flexible in order to manage changes and get better results.

- The cultural heritage event was postponed, partly because of low take-up and partly because there was a need to get a better understanding of the target audience, e.g. should contractors be involved (as they would be working on cultural heritage).
- This change builds on guidance coming out of the Secrets of the High Woods project.
- The process for making changes in the project plan has been to consult with the project Steering Group (SG), the HLF and partners. The SG is the Lynchmere Society, National Trust and Natural England.
- Aspireview has been used to track changes and their implications for the project as a whole. When activities' status changes, the project has to go to the SG.
- Re-setting courses can be problematic. It would be useful to have a plan for one year ahead. Partners need to be advised of changes.
- A partner commented that they would like to have more interaction with the SG: the SG was seen as being separate from those delivering on the ground.
- Partners need to be able to communicate to colleagues about activities roughly three months in advance; information can go out to the general public a bit closer to the event.
- HeRe project activities need to be coordinated with other partners' activities – esp MOD.
- The craft and skills event was postponed because of low take-up and because the activity was felt to be inappropriate for the time of year (charcoal-making in mid-summer)
- In general there is a need for clarity about who events are for: volunteers, partners?

2. What is working well and less well?

- It has been a challenge to work with the project application form, e.g. in terms of picking out the detail, clarifying interpretation of what is in the application form, understanding the logic and why certain activities were included.
- Partners commented that the Summary table is useful but the Activities spreadsheet is hard to use.
- There have been problems of communication between the project and partners. There were differences of opinion about what works and what doesn't work:
 - the project team said that experience had shown that partners don't like newsletters; some partners disagreed. If there is to be a newsletter, the project team would like partners to write articles for it.
 - cascading information to people within partner organisations hasn't been happening – this needs to be addressed.
- Lack of clarity about the relationship of the project with the Heathlands Forum and with other delivery organisations.

3. What lessons can be drawn?

- Hold periodic project meetings
- Have a named contact person for each delivery partner who should be involved in planning
- Use email invitations that link to outlook calendars and to the portal
- Hold a short focused session on future planning for delivery organisations or all partners, to talk about planned events
- Use the portal as a way of providing the information that partners need. However it was noted that the portal for partners¹¹ is largely for people who are not in regular contact, e.g. higher up people in organisations / partners who are not in the room. It is also seen as a legacy for the future. Some partners commented that they would not want the project to rely on partners regularly viewing the information on the portal: some people won't actively engage with a portal although they see its value as a reference resource
- Send out snail mail once a year – Christmas
- Have a simple project plan on the portal with individual plans for each delivery organisation with cut-off dates
- Develop a heathlands manual to put on the portal
- Organise a plan of meetings for the project manager to go and talk to each partner, covering a set agenda – this would be in addition to the annual event with all partners Work out an approach to

¹¹ There is also a portal for volunteers

planning events and setting dates with partners: then the events can be included in both partners' and HeRe programmes

Appendix D: Capital works undertaken in Year 1

The table lists work undertaken in Year 1 against work planned for Year 1. The reported achievements come from information supplied by the Project Manager. Scrub clearance works were undertaken by contractors and volunteers.

| Cluster No. | Sites & capital works | Area (ha) | Organisation | Achievements |
|--------------------------|--|-----------|--------------|--|
| 1 | Blackmoor | | ARC | |
| | Unit 1: hard-standing for timber extraction | | ARC | Hard standing (8 x 20 metres in size) created by Amphibian and Reptile Conservation Trust with an extra 0.25 ha of surrounding scrub cleared to ensure the area for the hard standing was clear before works could take place. |
| | Clear scattered scrub | 1 | ARC | |
| | Slab and the Warren | | MOD | All works postponed to assess requirements in terms of military operations and ecological needs. Works to take place in Years 2, 3, 4 and 5. |
| | Bracken spraying | 1 | | |
| | Clear dense scrub | 1 | | |
| | Clear secondary woodland | 1 | | |
| | Woolmer Forest | | MOD | All works postponed to assess requirements in terms of military operations and ecological needs. Works to take place in Years 2, 3, 4 and 5. |
| | Bracken spraying (Queens Bank) | 10 | ARC | |
| | Scrape bracken litter / bare ground creation | 0.2 | Landmarc | |
| | Bare ground creation (natterjack area) | 1 | ARC | |
| | Clear dense scrub | 1 | Landmarc | |
| Clear secondary woodland | 1 | Landmarc | | |
| 2 | Longmoor Inclosure | | MOD | All works postponed to assess requirements in terms of military operations and ecological needs. Works to take place in Years 2, 3, 4 and 5. |
| | Clear dense scrub | 1 | | |
| | Clear secondary woodland | 1.5 | | |
| 2 | Weavers Down (west) | | ARC | |
| | Bracken spraying | 1 | | Postponed. To take place in Years 2, 3, 4 and 5. |
| 2 | Scrape bracken litter / bare ground creation | 0.5 | | |
| | Weavers Down (east) | | SDNPA/ARC/P | |

| Cluster No. | Sites & capital works | Area (ha) | Organisation | Achievements |
|-------------|--|-----------|--------------|--|
| | Bracken spraying | 2 | | Postponed. To take place in subsequent years. |
| | Scrape bracken litter / bare ground creation | 0.1 | | |
| 3 | Chapel Common | | SDNPA/P | |
| | Clear dense scrub | 4 | | 1.5 ha scrub cleared (not the full amount allotted to Year 1). |
| | Clear secondary woodland | 1 | | None cleared as felling licence required to be in place. |
| | Scrape bracken litter / bare ground creation | 0.2 | | |
| 4 | Iron Hill | | FC | |
| | No works planned for Year 1 | 0 | | 0.5 ha of trees were cleared adjoining widened forest paths linking to an area of open heath on Iron Hill (forming part of a corridor link to Lynchmere Common). This is an additional corridor to that planned. |
| 4 | Marley Common East | | NT | |
| | No works planned for Year 1 | 0 | | 0.25 ha of secondary woodland cleared ahead of schedule. |
| 4 | Stanley and Lynchmere Commons | | LS | 1.5 km ride clearance took place along the Serpent Trail. |
| | Rotational cutting of vegetation | 0.5 | | |
| 4 | Shufflesheeps | | FC | |
| | Bracken spraying | 2 | | Delayed. To take place in Years 2 or 3. |
| 5 | Black Down | | NT | |
| | Clear dense scrub | 5 | | 5 ha of scrub cleared. |
| | Removal of invasive exotic plants | 5 | | 5 ha of rhododendron cleared. |
| 8 | Durford Heath | | NT | Work delayed. To be carried out in Year 2. |
| | Clear dense scrub | 0.5 | | |
| | Removal of invasive exotic plants | 0.5 | | |
| 9 | Woolbeding Common | | NT | |
| | Bracken spraying | 4 | | Postponed. To take place in Years 2, 3, 4 and 5. |
| | Rotational cutting of vegetation | 2 | | |
| | Scrape bracken litter / bare ground creation | 0 | | Work brought forward. 10 ha of bracken cleared with removal of bracken rhizomes to promote heather. |
| 10 | Iping and Stedham Common | | SWT | |
| | Clear dense scrub | 0.4 | | 0.4 ha of scrub cleared as planned. |
| | Clear secondary woodland | 0.1 | | 0.1 ha of secondary woodland cleared as planned. |
| | Removal of invasive exotic plants | 0.25 | | 0.25 ha of rhododendron cleared as planned. |

| Cluster No. | Sites & capital works | Area (ha) | Organisation | Achievements |
|-------------------------------------|---|-----------------|---------------------|---|
| 11 | Ambersham & Heyshott Commons | | SDNPA/P | |
| | Bracken spraying | 2 | | Postponed. |
| | Follow up bracken spraying | 2 | | Postponed. |
| | Scrape bracken litter / bare ground creation | 0.2 | | Postponed. |
| | Clear dense scrub | 2 | | 2 ha of scrub cleared as planned. |
| 11 | Graffham Common (west) | | SWT | |
| | Bracken spraying | 4 | | Postponed. |
| 11 | Lavington Common | | NT | |
| | Scrape bracken litter / bare ground creation | 0.5 | | All 4.5 ha scrape work completed in Year 1 rather than just the planned (Year 1) 0.5 ha. |
| | Removal of invasive exotic plants | 7 | | Work split between Years 1 and 2, so 3 ha of rhododendron cleared in Year1. |
| 12 | Burton Pond - New Piece, Welche's common (part) and The Warren | | SWT | |
| | Bracken spraying | 1 | | Postponed. |
| | Clear dense scrub | 0.2 | | 0.2 ha cleared at New Scrub as planned. |
| | Removal of invasive exotic plants | 0.2 | | 0.2 ha cleared on The Warren as planned. |
| 13 | Wiggonholt Common | | RSPB | Works postponed until Year2. |
| | Self-guided trail | | | |
| 14 | Bramshott Common South | | MOD | |
| | Bracken spraying | 1 | | Postponed. |
| | Clear dense scrub | 2 | | All scrub clearance works brought forward and 6 ha scrub clearance completed in Year 1. |
| none | Broxhead Common (east) | | HCC/Headley Wood Fm | |
| | Bracken spraying | 0.5 | | Postponed. |
| | Clear dense scrub | 0.4 | | Delayed until Year 2. |
| none | Shortheath Common | | HCC | |
| | Bracken spraying | 0.5 | | Postponed. |
| TOTAL PLANNED AREA FOR WORKS | | 72.25 ha | | TOTAL AREA OF WORKS UNDERTAKEN (from above figures) = 39.75 ha mixed scrub cleared (including trees, rhododendron and bracken) |

Appendix E: Activities undertaken in Year 1

The table lists activities from the Activity Plan programmed (to start or be completed) for Year 1 along with achievements. Note that some Year 2 activities are listed where these were brought forward or started in the early part of Year 2.

| No. | Activity | Purpose/target | Year 1 achievements |
|--|---------------------------------------|---|---|
| Informing people and local communities about the heathland heritage | | | |
| 1.A.1 | Linking interpretation trail | Linking interpretation trail at 14 sites using sculptural 'totems' to 'join up' the heathlands. | The 14 sites have been agreed with partners and an artist has been engaged. |
| 1.A.2 | Interchangeable interpretation boards | Interchangeable interpretation boards at 8 heathland sites, to enable people learn about the heritage. | The 8 sites have been agreed with partners. Work progressing with linking Common interpretation board. |
| 1.A.3 | <i>Heathlands Reunited</i> web portal | <i>Heathlands Reunited</i> web portal with a public facing and a partner facing element with a target of 15,000 hits annually from Year 2. | Web portal developed |
| 1.B.3 | Heathlands for Humans | A programme of themed talks targeted to a range of local groups, hosted by local communities, followed by an invitation to join a guided walk. Target of 50 combined talk and walk events delivered to 600 people. (Programmed to start in Year 2) | Event held on 19 th June 2017 (in the early part of Year 2) at the Rogate Society with 29 attendees. |
| Engaging people and local communities with the heathland heritage | | | |
| 2.A.2 | 'Secrets of the Heath' event. | Replicate and build upon the ' Secrets of the Heath ' event. An annual recreational event for local families. Target audience of 5,000 people for both the annual 'Secrets of the Heath' and spin-off events for the duration of the project | HeRe project launched at event held at Petersfield on 3 rd & 4 th September 2016. The aim of the event was to inform and educate the public about the history of heathland through the ages. All partner organisations were represented. The various information stands and activities for all ages included re-enactors covering the period from the stone age to the second world war, 'have a go archery', falconry, 'meet the reptiles' and 'meet the cows'. Attended by an estimated 3,000 people over the two days. |
| 2.A.2 | Lynchmere Across the Ages | One of five smaller, spin-off, events from Secrets of the Heath based at a local site and contributing to the target audience of 5,000 people over the course of the project. | Event held on 25 th September 2016 with 150 attendees. |
| | Heathland Forum | An annual networking and information sharing event for local landowners and managers of heathland sites. | Forum held on 8 th September 2016 highlighting the training opportunities for landowners over the next 5 years. 72 attendees. |
| 2.B.2 | John Muir Award leadership training | Leadership training to enable the John Muir Award (an environmental award scheme that encourages people to enjoy and care for the natural environment/wild places) to be | Training held on 16 th March 2017 with 16 participants |

| No. | Activity | Purpose/target | Year 1 achievements |
|---|---|--|--|
| | | promoted across the South Downs Heaths as a venue for a range of activities leading to a John Muir Award. Target for 10 leaders to be trained. | |
| Involving people and local communities with the heathland heritage | | | |
| 3.A.1 | Take the Lead on the Heath campaign | Builds on the 'Take the Lead' with a video coming from the point of view of the dog owner and the dog itself, and an associated leaflet. | Video launched on 6 th March and leaflet produced. |
| 3.A.2 | Information card for dog walkers | Information card directed at dog walkers with details of use to dog walkers. | Pawspport Take the Lead card produced. |
| 3.C.1 | Butterfly transect training | For volunteers to support the site monitoring and evaluation programme. 20 volunteers to be trained and 5 butterfly transects to be established. | Not taken place. |
| 3.C.3 | Contractor management workshop | Training in how to manage contractors effectively to carry our work on heathland sites for 16 project staff and partners. | Workshop held on 4 th October 2016 with 7 participants. |
| 3.C.4 | Fixed point photography | Fixed point photography training provided to support the monitoring and evaluation programme for sites for 10 project staff/partners and 10 volunteers. | Fixed point sites established with partners. Workshop held on 17 th May 2017 with 25 participants (10 partners and 15 volunteers). |
| 3.C.6 | Woodland management on heaths | Workshop on woodland management on heathland sites for 20 people (10 staff/partners and 10 volunteers). | Workshop held on 2 nd May 2017 with 20 participants (5 volunteers and 15 land managers). |
| 3.C.7 | Common Land workshop | Training for 10 project staff/partners and 4 volunteers in commons legislation. | Workshop held on 31 st May 2017 with 28 participants (3 volunteers & 25 partners). |
| 3.C.8 | Training in the biodiversity and cultural heritage values of heathlands | Development of skills to apply in helping to conserve the heathland heritage. 12 people to be trained (8 staff and 4 volunteers). | Not taken place. |
| 3.C.9 | Training and advice on positive engagement with dog walkers. | To develop ideas for events, where to advertise, activities and key points to consider and address with dog walkers. 20 people to be trained (10 staff and 10 volunteers). | Not taken place. |
| 3.C.12 | Training volunteers as guided walk leaders | Twelve volunteers trained as guided walks leaders to lead 15 guided walks. (Programmed to start in Year 2). | Project team attended leading health walk training. (Note that it is hoped that some of the volunteers trained will lead both health walks (3.C.17) and guided walks). Heath sites for leading walks which link best with public transport have been identified. This activity was originally programmed to start in Year 2. |

| No. | Activity | Purpose/target | Year 1 achievements |
|--------|---|---|--|
| 3.C.13 | Species Identification training | Taster training workshops for volunteers on identify and recording heathland species including birds, reptiles, plants, butterflies, dragonflies and other insects. Five training workshops to be held with 12 volunteers attending each. | Workshop held on 17 th June 2017 (early part of Year 2) attended by 17 participants (13 volunteers and 4 partners). |
| 3.C.14 | Charcoal burning and besom broom making (19 th May 2017) | One of five planned workshops on craft skills associated with land management. Target for 60 volunteers to be trained. | 6 attendees all of whom were partners. |
| | Craft skills and bodging (26 th May 2017) | One of five planned workshops on craft skills associated with land management. Target for 60 volunteers to be trained. | Workshop held on 26 th May 2017 with 6 participants (5 partners and 1 volunteer). |
| | Crafts and skills (11 th July 2017) | One of five planned workshops on craft skills associated with land management. Target for 60 volunteers to be trained. | Workshop held on 11 th July 2017 (early part of Year 2) with 5 participants (all staff). |
| 3.C.15 | Fire planning workshop | Workshop on preparing fire plans for heathland sites for 8 staff/partners and 4 volunteers. | Workshop held on 13 th February 2017 with 18 participants. |
| 3.C.16 | Habitat mapping | One of five workshops in community habitat mapping on heathland sites for 50 volunteers. (Programmed to start in Year 2). | Workshop held on 27 th May 2017 with 11 participants (all volunteers). Activity was originally programmed to start in Year 2. |

Appendix F: Participant Comments on Training Workshops

Responses to the questions ‘What did you like most about the workshop?’ and ‘What if anything could be improved?’ have been grouped into emerging themes. Where respondents gave more than one answer to a question, the responses have been separated and grouped according to theme.

Note: the selected quotes have been chosen as they appear to summarise what others had said about the training.

| Training | What did you like most about the workshop? | What if anything could be improved? |
|--|--|--|
| Contractor management workshop (7/7 respondents) | <ul style="list-style-type: none"> • Site visit (3 comments). • Open discussion with questions answered (3 comments). • Practical task (2 comments). • Talk/presentation (1 comment). <p>Selected summarising quote:</p> <ul style="list-style-type: none"> • <i>‘Going on site visit to try look at the practical task of writing a specification and discussing managing contractor.’</i> | <ul style="list-style-type: none"> • Request for a template for specs (1 comment). • <i>‘I was happy with the information given’</i> (1 comment). |
| Fire planning workshop (10/10 respondents) | <ul style="list-style-type: none"> • Presentation – detailed yet simple and informative (2 comments). • Good synthesis of theory and practice (2 comments). • Practical exercise on site (2 comments). • Better understanding of managing and preparing for fire (1 comment). • The extended fire triangle was a useful thought map (1 comment). <p>Selected summarising quote:</p> <ul style="list-style-type: none"> • <i>‘Fantastic synthesis of theory and practice. Going out on site really helpful to engrain information and visualise application.’</i> | <ul style="list-style-type: none"> • Domestic matters (2 comments). |
| John Muir Award training (12/12 respondents) | <ul style="list-style-type: none"> • Outdoor interactive session which helped develop and share ideas (5 comments). • Good balance and mixture of indoor and outdoor learning (4 comments). • Use of a variety of small activities (2 comments). • Very enjoyable (2 comments). • Great ideas to start off with – will need time to reflect (1 comment). • Good pace of delivery (1 comment). • Demonstration of easy transfer from indoor to outdoor activities (1 comment). • The application process was made really clear – planning an award proposal doesn't seem quite so difficult (1 comment). <p>Selected summarising quote:</p> <ul style="list-style-type: none"> • <i>‘Demonstrating how it is possible to make an easy transfer from indoor to outdoor. How is it possible to use a variety of small activities and be flexible.’</i> | <ul style="list-style-type: none"> • Nothing (3 comments). • Didn't see video on email so missed important info (2 comments). • <i>‘I asked... about the limitations of asking schools/groups for 4 days of their time - he gave me a great answer - but maybe the class would benefit from knowing how to tackle obstacles to implementing the award’</i> (1 comment). • <i>‘Perhaps more focus on creating a heathland proposal form’</i> (1 comment). • <i>‘Perhaps looking... at who or how we might approach so targeting different audiences...’</i> (1 comment). • Brief explanation of JMA staff roles (1 comment). • Short notice (1 comment). |

| Training | What did you like most about the workshop? | What if anything could be improved? |
|---|--|--|
| <p>Woodland management on heaths (14/14 respondents)</p> | <ul style="list-style-type: none"> • Forward, out of box thinking, different perspectives, and controversial suggestions for management (5 comments). • Detail on history of heathlands (1 comment). • Informative - quality and depth of knowledge of the presenters/presentations (4 comments). • Site visit (3 comments). • Making heathland management sustainable e.g. charcoal (3 comments). • Networking (1 comment). • Listening to others' perspectives on heathland management (1 comment). <p>Selected summarising quote:</p> <ul style="list-style-type: none"> • <i>'Very informative. Good inspiring "seed sowing" for a possible way forward in managing our heathlands. Presentations were very clear and well explained.'</i> | <ul style="list-style-type: none"> • Nothing (6 comments). • Could have had a greater variety of heathland representatives/ landowners (2 comments). • Training was very informative (1 comment). • More advance advertising of the event (1 comment). • <i>'Examples of proposals or similar schemes in other environments'</i> (1 comment). • <i>'I am not sure at this point, it opened my eyes to lots of new ideas'</i> (1 comment). |
| <p>Fixed point photography (21/25 respondents)</p> | <ul style="list-style-type: none"> • Comprehensive – good mixture of technical photography information and practical uses of FPP (7 comments). • Networking (5 comments). • Case study and demo of uploading photos (4 comments). • Interesting (2 comments). • Confirmed the methodology we use (2 comments). • Clear instructions (2 comments). • Chance to get started with the FPP project (2 comments). • Best practice advice on FPP and working examples (2 comments). | <ul style="list-style-type: none"> • Nothing (3 comments). • All good (3 comments). • More detail on FPP method/GPS (2 comments). • Possibly some more practical based exercise (1 comment). • Presentation on uploading to portal could have been slowed down (1 comment). • Could have finished a bit earlier (1 comment). • Direction and parking (1 comment). • Seeing the selected points for sites would have been useful (1 comment). • Weekend training preferred to avoid taking time off work (1 comment). • Perhaps a microphone (1 comment). |
| <p>Craft skills and boding (4/5 respondents)</p> | <ul style="list-style-type: none"> • Chance to practice (3 comments). • The location (2 comments). • The trainer (2 comments). • Informal (1 comment). | <ul style="list-style-type: none"> • <i>'Nothing, it was a great day. Many thanks'</i> (1 comment). |
| <p>Habitat mapping (5/11 respondents)</p> | <ul style="list-style-type: none"> • Informative (5 comments). • Enjoyable/fun day (3 comments). • Enthusiastic, knowledgeable and engaging trainers/training (3 comments). • All of it (2 comments). • Increased my knowledge and confidence (2 comments). • Being able to help wildlife and be around like minded people (2 comments). • Beautiful location (1 comment). <p>Selected summarising quote:</p> | <ul style="list-style-type: none"> • Nothing – an enjoyable and excellent day (3 comments). • <i>'More please'</i> (1 comment). • <i>'I will laminate the 2 habitat definition pages! Just in case of bad weather'</i> (1 comment). |

| Training | What did you like most about the workshop? | What if anything could be improved? |
|--|--|--|
| | <ul style="list-style-type: none"> • <i>'Really increased my knowledge and enjoyable day. Good information provided.'</i> | |
| Common Land workshop (9/28 respondents) | <ul style="list-style-type: none"> • Good delivery of information on a very detailed and complex subject (3 comments). • Lots of knowledge in the room from trainers and attendees (2 comments). • The practical exercise which helped to solidify and reiterate what we've learnt (1 comment). • Morning sessions (1 comment). • Filled knowledge gaps and signposted to further information (1 comment). <p>Selected summarising quote:</p> <ul style="list-style-type: none"> • <i>'For a very detailed and complex subject, Nicola and Hugh presented material very well and engaged everyone. The practical exercise helped to solidify and reiterate what we've learnt.'</i> | <ul style="list-style-type: none"> • Too many slides/handouts (3 comments). • Include more practical examples/case histories (2 comments). • More advice on consultation would be helpful (1 comment). • Less words in Powerpoint and more imagery, although keep all info in handouts for referring back to (1 comment). • Registration/de-registration probably less likely to be experienced (1 comment). • More veggie/vegan food (1 comment). |
| Species Identification | <ul style="list-style-type: none"> • Knowledge and enthusiasm of the trainers (3 comments). • Recording out on site (3 comments). • Indoor morning presentation/talk on species facts and figures (3 comments). • Mix of indoor and outdoor training (2 comments). • Informative and enjoyable (2 comments). • Whole day was good (2 comments). • Engaging course materials (2 comments). • The I Record session (1 comment). • Confident in what is required of me to do (1 comment). • Structure, content and delivery (1 comment). • Getting to know new information (1 comment). <p>Selected summarising quote:</p> <ul style="list-style-type: none"> • <i>'Getting to know new things about species I didn't know or what they look like.'</i> | <ul style="list-style-type: none"> • Nothing (1 comment). • More information and practice on I Record (1 comment). • Cooler weather (1 comment). • Too much reliance on computers for one person (1 comment). |
| Crafts and skills | <ul style="list-style-type: none"> • Engaging and informative (4 comments). • Friendly atmosphere (3 comments). • Everything (2 comments). • Practical elements (2 comments). • Knowledge and expertise of the trainer (2 comments). • Location (1 comment). • Learnt a lot (1 comment). • Seeing how much you could achieve in 1 session (1 comment). <p>Selected summarising quote:</p> <ul style="list-style-type: none"> • <i>'Lovely location – great company – whole day was fabulous – learnt a lot.'</i> | <ul style="list-style-type: none"> • Map and location details could be added to the email (1 comment). • Nothing (1 comment). • Ale and cider (1 comment). • No more rain (1 comment). |

Appendix G: Summary of participant comments on training events

Information from Appendix F has been used to determine whether participants considered the training events to be successful.

| Training | Successfulness of training events |
|---|---|
| Contractor management workshop (4/10/16) | Positive points were made about the training; there were no negative comments. Participants found the site visit (3 comments), practical task (2 comments) and open discussion with questions answered (3 comments) to be particularly helpful. One person said that they liked: <i>'Going on site visit to try look at the practical task of writing a specification and discussing managing contractors'</i> . |
| Fire planning workshop (13/2/17) | Participants found the Fire Planning Workshop to provide a good mix between theory and practice (2 comments). Information was well presented and informative (2 comments) and the practical exercises were welcomed (2 comments). The only (2) negative comments related to domestic matters. One person said: <i>'Fantastic synthesis of theory and practice. Going out on site really helpful to engrain information and visualise application'</i> . |
| John Muir Award training (16/3/17) | Overall the training was well received. Participants appreciated the balance and mixture of indoor and outdoor learning (4 comments) and the sharing of ideas in the outdoor interactive session (5 comments). Some participants felt that it would be helpful to: share knowledge on how to tackle obstacles to implementing the award (1 comment); consider how to target different audiences (1 comment); and focus on creating a heathland proposal form (1 comment). Two participants commented that the training was very enjoyable and three said that there was nothing about the training that could be improved. In response to the question 'what did you like most about the training?' one participant said: <i>'Demonstrating how it is possible to make an easy transfer from indoor to outdoor. How is it possible to use a variety of small activities and be flexible.'</i> |
| Woodland management on heaths (2/5/17) | The forward, out of the box thinking, potentially controversial suggestions for management were appreciated by participants (5 comments). Furthermore, participants welcomed the quality and depth of knowledge of the presenters (4 comments), the site visit (3 comments) and advice on how to make heathland management sustainable (3 comments). Six participants said that there was nothing about the training that could be improved. One participant summarised the training as: <i>'Very informative. Good inspiring "seed sowing" for a possible way forward in managing our heathlands. Presentations were very clear and well explained.'</i> |
| Fixed point photography (17/5/17) | Participants found the training to be comprehensive with a good mixture of technical information and practical uses of fixed point photography (7 comments). Participants also appreciated the demonstration of uploading photos (4 comments) and the best practice advice and working examples (2 comments). For some participants the training confirmed the methodology they used (2 comments). For newcomers the training gave a good background and a chance to get started on fixed point photography (2 comments). The event provided a good networking opportunity (5 comments). Three participants said that there was nothing about the training that could be improved and three others said that it was all good. |

| Training | Successfulness of training events |
|---|--|
| Craft skills and bodging (26/5/17) | Participants welcomed the hands-on, practical nature of the training (3 comments) with a good trainer (2 comments) and in an appropriate environment (2 comments). The training appeared to be enjoyed by all. One participant commented that: <i>'...it was a great day...'</i> . There were no negative comments. |
| Habitat mapping (27/5/17) | Participants found the training informative (5 comments) and welcomed the enthusiastic, knowledgeable and engaging trainers/training (3 comments). Two people said that they liked all of it. It proved to be an enjoyable and fun training event (3 comments). There were no negative comments on the training and three participants said that there was nothing about the training that could be improved. One participant said: <i>'Really increased my knowledge and enjoyable day. Good information provided.'</i> |
| Common Land workshop (31/5/17) | Overall the training provided a lot of information on a detailed and complex subject (3 comments) and two participants observed that there was a lot of knowledge amongst attendees as well as trainers. Some participants indicated that there was perhaps too much information (3 comments) and more practical examples/case histories would have been helpful (2 comments). One participant said: <i>'For a very detailed and complex subject, Nicola and Hugh presented material very well and engaged everyone. The practical exercise helped to solidify and reiterate what we've learnt.'</i> |
| Species Identification (17/6/17) | Positive comments were made on the training with respondents to the feedback form expressing their enjoyment of various aspects of the day. Two people expressly said that the day was informative and enjoyable and a further two indicated that the whole day was good. The mix of indoor and outdoor training was appreciated (2 comments), along with recording out in site (3 comments), the knowledge and enthusiasm of the trainers (3 comments) and the engaging course materials (2 comments). One person said that what they most enjoyed was: <i>'Getting to know new things about species I didn't know or what they look like.'</i> |
| Crafts and skills (11/7/17) | Participants expressed their enjoyment and appreciation of the whole of the workshop. In particular they mentioned the practical elements (2 comments), the knowledge and expertise of the trainer (2 comments) and the friendly atmosphere (3 comments). One person's summary of the workshop was: <i>'Lovely location – great company – whole day was fabulous – learnt a lot.'</i> |

Appendix H: Most engaging aspects about community events

Responses to the question on feedback cards about what participants found most informative and engaging following community events have been summarised.

| Event | Part found most informative or engaging |
|----------------------------------|---|
| Secrets of the Heath | <ul style="list-style-type: none"> • Crafts • The whole event has been very informative • Reptiles • Stone age man and bronze age man • So many to choose from! Stone Age man was brilliant, the log boat, the re-enactments. • Bug hunting so the children can understand what lives here • Talking to the wildlife stands • Activities for kids • Birds of prey and animal exhibit • Birds of prey/RSPB • Difficult to pinpoint, all excellent • The main arena sessions • Falconry, reptiles • Re-enactments, Archery, Saxon sword and shields • Archaeology, Snakes • Finding insects in heather, watching owls and birds of prey • Flint knapping, Palaeolithic living and Romans and bird of prey • Flint knapping and prehistoric reconstruction, Falconry • The dig finds and information about Petersfield Museum • All the displays in the arena and amphitheatre • My children loved seeing the re-enactors and handling the grass snake and slow worm • Beer • Romans and Falconry • Arts and crafts for kids, reptiles, explanations, demonstrations |
| Lynchmere Across the Ages | <ul style="list-style-type: none"> • The people who were there either working or visiting, because they care • South Downs National Park display |
| Heathland Forum | <ul style="list-style-type: none"> • Site visit to Woolmer/Longmoor (12 mentions) • Morning session discussion on the compromises needed between different objectives - military, recreation and conservation (5 mentions) • The talks (5 mentions) • Networking/discussions (3 mentions) • All (1 mention) • Heritage and archaeology and visit methods used (1 mention) • Learning about <i>Heathlands Reunited</i> (1 mention) |
| Heathlands for Humans | <ul style="list-style-type: none"> • The whole talk was very informative • Various species habitats • Insect and birdlife • Bird life on the heath • Number of organisations and interests involved and educational offers |

Appendix I: Descriptions of community events

Responses to the request on feedback cards when asked to describe the event to friends in one sentence.

| Event | Describe to friends in one sentence |
|----------------------------------|---|
| Secrets of the Heath | <ul style="list-style-type: none"> • A great informative family day out • Well worth a visit • Interesting • Fantastic event that is wonderful for children and adults • Fantastic local event enabling adults and children to learn and engage with historical/heathland knowledge and past • Great fun • Natural history of heathland education event • Interesting • Fun and very informative • Very good family day • Must go, must see, must try • Awesome • A great community event, varied and educational • Varied and interactive and very child orientated. • Fun and educational • A great family event! • An interesting experience, fun and informing • Engaging and informative illustration of the history of our heath • Very interesting and great for kids • Excellent • A really fun and interesting day for the family • Well worth a visit • Nobody but the English!! Borders on the eccentric. I love it • Varied, friendly and informative |
| Lynchmere Across the Ages | <ul style="list-style-type: none"> • Interesting in a nice setting, just a pity more people did not attend. |
| Heathland Forum | <ul style="list-style-type: none"> • A very informative and interesting day • Informative. Good for networking • Exciting • Interesting • Inspiring • Very well organised and well attended. Chance to meet people with high levels of expertise in heathland management and wildlife. Great lunch • Interesting • Inspiring walk • Important chance to network and share ideas in heathland management • Informative • Informative, engaging, helpful for meeting people in my line of work • Useful • An informative inspiring and positive day that forms an annual highlight in the calendar |

| Event | Describe to friends in one sentence |
|------------------------------|--|
| | <ul style="list-style-type: none"> • A coming together of people from very varied backgrounds who share a common aim • Educational • Licensed • Come again • Very informative |
| Heathlands for Humans | <ul style="list-style-type: none"> • Most interesting • Making most people aware of nature • Very interesting • A great understanding of our heathlands • Interesting and informative |