



THE EX FACTOR PROJECT

– BLUEPRINT & FINDINGS –

REPORT ON A SIX-WEEK RESIDENTIAL PROGRAMME
IN EXMOOR NATIONAL PARK

– AN ACTION RESEARCH PROJECT –

DESIGNED TO
INCREASE THE DIVERSITY OF VISITORS
& TO EXPLORE THE VALUE OF THE COUNTRYSIDE AS
A PLACE FOR INSPIRATION

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“One boy I was talking to, I said ‘Look we’re out in the country’, and he didn’t know what I meant. He thought we were in a different country”. Patsy, Youth worker, Positive Futures, Knowle West, Bristol

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INTRODUCTION

The government's 2004 Rural Strategy showed that 97% of visitors to National Parks are white and 70% are over 35 and states that *One aim of our policies is to provide better access to the countryside and to enable more people from a wider range of backgrounds to enjoy its benefits*

Working to build urban rural connections over a number of years, *Imayla* has found that both young people and adults from inner city and other disadvantaged urban communities have very limited awareness of and access to the countryside for many reasons. When given the opportunity, however, they report wonderful, often life-changing experiences. For young people, the demand far outweighs the supply of opportunities due to both confidence on the part of organisations who might accompany them and limited funds available.

Imayla has been running community camps, rural-based events, rural-based summer schools and educational residencies with diverse communities over the last six years. We have worked a lot in partnership with organisations who also know the tremendous value of 'getting out there'. Experience has taught us all that, when presented with the opportunity, young people are attracted to going away but with their peers and at least one adult that they know. Previous consultations with organisations working with young people have concluded that joint-working boosts the confidence required by staff and is the most time- and cost-effective way to take young people away.

So the **eX-factor Project** was an opportunity to create economies of scale by coordinating a 6-week programme so that more individuals and organisations could participate and many workers could be introduced to the huge variety of opportunities in the Exmoor area that they could take advantage of in the future.

"I hope to see more projects linking urban and rural communities and encouraging the involvement of young people, disabled people, and groups who are traditionally less likely to benefit from the Parks." Alun Michael Source: Defra 06/10/04

A BRIEF DESCRIPTION OF IMAYLA

A community enterprise set up to promote 'urban rural creative connections' through public events, residential education, training courses, workshops, advice and support.

Our long term aim is to establish an intercultural residential centre in the South West countryside to promote new styles of learning through participatory arts, multi-media, health and environmental education.

For more information about Imayla please visit www.imayla.co.uk

For a copy of the DVD that accompanies this report -- which contains a 30' and 11' film made of the project and added interviews with young people and workers – please email info@imayla.co.uk

AIMS OF THE EX FACTOR PROJECT

The Project was established in partnership with Exmoor National Park Authority to develop long term, sustainable relationships with Exmoor for a wide range of newcomers. So we aimed to find out

- What would attract teenagers and particularly black and minority ethnic groups of young people from Bristol to spend time in Exmoor National Park
- What financial and organisational support they would initially need
- What partnership working could contribute to bringing in young people who do not traditionally visit the Park
- What kinds of educational workshops would benefit from the Park setting
- What activities would the young people enjoy and benefit from
- How the local economy could be supported at the same time
- What understanding of National Parks the young people would gain
- What are the benefits – physical, educational and emotional – of attending a week-long residential in the Park
- The extent to which organisations, teachers and youth workers could experience the vast range of opportunities the area offers to young people and therefore be inspired to return for shorter or longer periods of time

The kind of people were from the same kind of places as me, we shared the same... city life. Just feels a bit more comfortable -- people from the same place as you.

Ben L

IT'S NOT JUST FRESH AIR, PEACE AND BEAUT

I think that this idea of having the creative stuff going on... you're not taken from the city environment, which is quite a creative place, which has got all these great resources, and then plonked in the middle of nowhere and then said there you go, enjoy this space. It's really good to have the combination, so you can have your technological ways of communicating, of expression, as well as being wooed quietly by the countryside. So when you go home, you realise how cramped it is in the city. And yearn a bit for that space.

Deasy Bamford (Imayla project worker)

We wanted to evidence (by interviewing the young people and workers who participated in this project) the whole range of benefits – both short and long term -- of rural residentials, of getting out of your normal environment for a critical period of time. A week-long stay can reap a multiplicity of simultaneous benefits that are reflected in the remits and strategies of a wide range of government agencies and funding bodies:

- ✿ Developing creativity (Arts Council)
- ✿ Healthy Living – good food & exercise (The Department of Health)
- ✿ Connecting Communities (The Home Office; Commission for Racial Equality)
- ✿ Developing social skills, teamwork and confidence (DfES; Home Office)
- ✿ Participation in sport and outdoor activities (Sport England)
- ✿ Accessing & developing an understanding the countryside, conservation, sustainability (DfES; Defra)
- ✿ Exposure to positive role models, the chance to reflect, expand horizons, self development (Connexions, Youth Justice Board, Home Office)
- ✿ Supporting rural economies (Defra, RDA)

We also feel that the number of one-day visits are more likely to increase in the future when adults, young people and workers are able to experience a longer visit and therefore experience the huge range of opportunities available and benefits that can incur.

WHAT DID WE DO?

Organise a 6-week programme of high quality, educational and leisure activities during the school summer holidays in summer 2005, based at Pinkery Residential Centre. The programme worked with urban and rural groups, statutory organisations and other voluntary sector partners to target young people from Black and Minority Ethnic and other disadvantaged communities in Bristol, aiming to introduce them to the vast resources available on Exmoor, whilst creating an environment that they are comfortable within and catering for their specialist needs and interests. For most it was their first experience of the moors, and for many their first stay in the countryside.

eX-factor Summer 2005 Involved 6 themed weeks for a range of Bristol-based organisations and individuals

itself ran three themed weeks -- determined by consultation -- in the areas of Multi-media, Music & Dance and Survival Skills/Environmental Education.

The themed weeks all however had outdoor activities intertwined to keep up the group's energy, to introduce them to the huge range of outdoor activities offered in and around the Park and to further develop group dynamics and relationships.



The remaining three weeks Imayla hired out the centre to whole groups/combinations of groups, providing differing levels of support, organisation of activities, catering etc for those groups. (We hoped that the weekends could be used to address the demand for courses for adults and/or families but this proved difficult because of cleaning schedules/coordinator's time).

Week 1 Survival Week -- attended by 17 young people linked with *Ashley Youth Project & Connexions* key workers

The group did a 2 ½ day survival course learning to build a bender, make fire by friction, make simple tools, recognise animal tracks, identify edible plants in the wild, cook food on a fire, collect and purify water. The trip involved a 3-4 hour hike each way. The second half of the week they went sailing, canoeing, quad-biking, & mountain biking, visited the beach & protected Exmoor ponies & saw a falconry display.



Week 2 A Film-making Week -- attended by 24 young people from *Imayla, Full Circle, Channel 0, Knowle West Media Project*, or referred by *Social Services*

The film course started with photography then moved to moving images, sound and editing as the week progressed. Film classes were in the mornings and evenings and afternoons were spent at the beach, at Pinkery Pond, horse-riding, mountain-biking & quad biking (film work also continuing in these contexts). This group also visited protected Exmoor ponies and saw a falconry display.

Week 3 An Outdoor Activity & Group Development Week -- attended by 28 young people from Bread Youth Project's *Kumani Group & Lawrence Weston Youth Group*

Included surfing at Croyde, mountain biking, walking, swimming, horse-riding, go-karting & drumming & Ka-zimba courses (African martial arts), Black Beauty natural hair and skin care.

Week 4 A Music & Dance Week (attended by 26 young people from *Imayla, the City Academy, Dance Bristol*, or linked with *Connexions* Key workers or referred by *Social Services*)



12 young people attended the contemporary dance course, creating a performance at the end; and 14 attended the music production course, writing, composing and recording 10 tracks between them. Some dancers were also enticed to produce a music track in their free evenings. Music/dance classes were in the mornings and evenings; afternoon activities included horse-riding, sailing, canoeing, mountain biking, quad biking, the beach & a falconry display

Week 5 An Outdoor Activities Week -- attended by 23 young people from *St Paul's & Felix Road Adventure Playgrounds*

Drawing together two separate, younger inner-city communities this week focussed on orienteering, assault course activity, mountain-biking, a beach trip, problem solving & a falconry display

Week 6 A Survival Week -- attended by 15 young people from *Project X* and *The Mede Youth Centre* in Knowle West

The group did a 2 day survival course learning to build a bender, make fire by friction, recognise animal tracks, identify edible plants in the wild, cook food on a fire, collect and purify water. The trip involved a 3-4 hour hike each way. The second half of the week they went swimming in Pinkery Pond, body-boarding at Woolacombe, mountain biking, climbing at the Valley of the Rocks & saw a falconry display.



WHO CAME?

The sectors of Bristol which this Project targets (Easton & Lawrence Hill ward and Ashley ward) are Neighbourhood Renewal areas (areas of high deprivation) where 60-80% of the population are from BME communities. The target population therefore experience double disadvantage in terms of poverty and race.

Breakdown over the 6 weeks:

- ✱ Total young people 133
- ✱ Total staff 48
- ✱ From BME groups 85 young people; 20 staff
- ✱ With Connexions 'Key workers' * : 10 in Survival Week; 5 in Multi media week; 11 in Music and Dance Week Total 26
- ✱ On a Positive Futures/Youth Offending Team (YOT) programme 15
- ✱ Social Services referral 1
- ✱ In Care home 1
- ✱ With Anti-Social Behaviour Order (ASBO) 1
- ✱ With Attention deficit hyperactivity disorder (ADHD) 4
- ✱ With aspergers syndrome 1
- ✱ With acute learning difficulties 2
- ✱ Severely disadvantaged 130
- ✱ Not in Education, Employment or Training (NEET) 13

* whose role is to support young people most at risk of engaging in crime or anti-social behaviour

Organisations involved:

Statutory Services:

- ✱ St Paul's Adventure Playground (Bristol City Council; inner city)
- ✱ Felix Road Adventure Playground (Bristol City Council; Inner city)
- ✱ The City Academy (Bristol inner-city secondary school)
- ✱ Ashley Youth Project (Bristol City Council Young People's Services)
- ✱ Positive Futures' Project X in Knowle West (part of national programme for y/p involved in crime)
- ✱ Connexions (Positive Activities for Young People (PAYP) Programme
- ✱ Connexions U programme – which encourages young people to learn new skills build self-confidence and raise self esteem (Connexions 'Key workers' attended with their young people)
- ✱ The Mede, Inns Court (Bristol City Council Young People's Services)

Voluntary and Community Sector:

- ✱ Full Circle Youth and Family Project (inner city)
- ✱ Bread Youth Project's Kumani group (city-wide African heritage group)
- ✱ Lawrence Weston Group (north Bristol housing estate)
- ✱ Knowle West Media Centre (south Bristol housing estate)

- ✿ Young Bristol (Bristol branch of National Federation of Clubs for Young People)
- ✿ Youth Music Action Zone (city wide music project)
- ✿ Channel Zero (inner city young people's media project)
- ✿ Dance Bristol (city-wide Dance support organisation)

Connexions involvement

Connexions Key workers and personal advisors accompanied 13 of their young clients on the Survival Week and 5 on the Music and Dance Week, funded through PAYP and YOU Project funding. They came from all different areas of Bristol. A young person has a key worker if they are not attending school, are excluded from school or has emotional or behavioural issues in school. The 13 who attended the Survival Week joined up with a Bristol City Council youth project from Ashley Ward. The trip away not only brought huge benefits to the development of the young people but also enhanced the relationship between key workers and the young people they work with on a permanent basis.

Unless you tell them the whole of your story from day one, people don't know where you've come from -- that you and your mum don't get on, or you're at risk of being homeless, and this is a fact for some of them. Some of the young people were going home to serious stuff happening at home or at school, some of them weren't in school, some of them were. But out there, nobody knew their history. They could be them. And some of them blossomed. Judith Davies (Connexions key worker)

NB See quotes from Judith Davies in *Videoed Evaluation Transcript* for more evaluation of the effect on young people who attended with Connexions key workers

HOW DID WE MAKE IT HAPPEN?

Phase 1

Liaison with youth and community groups and statutory agencies as to their needs in terms of facilitation, coordination and support to be provided

Phase one involved the necessary preparatory work to deliver phase two successfully. Building on our existing reputation and contacts with community groups, specialist teachers, partners and funders we researched the specific needs of our clients to enable us to develop programmes of courses and activities which reflected their social and cultural needs and aspirations. The work included:

- ✿ Research into potential clients' needs (consultation with statutory organisations or youth and community groups based in Bristol, London, Birmingham and the Exmoor area)
- ✿ Research into potential partners/training providers (contact with existing teachers/artists database and research into new local and Black and Minority Ethnic teachers/artists)
- ✿ Research into potential funders (contact with 2/3 medium scale funders for different sections of the project e.g. film project or music and dance)
- ✿ Programme Development (preparation of outline programme for 6 weeks)
- ✿ Liaison with Pinkery

Barriers to organisations' participation we needed to address

1. User-groups fed back that they wanted to participate and that although they could raise some funding themselves and put in staff time for the trip, they would not be able to meet the full cost (approx £400 per young person per week)
2. Young people we were targeting could not realistically be asked to pay more than £50 for the week
3. Organisations had a huge demand from their young people but not enough staff
4. Organisations did not necessarily have a coordinator with adequate experience in residentials in the countryside
5. Time constraints meant that organisation's staff were not able to organise transport, food, activity bookings, risk assessments etc
6. Some organisations wanted to send young people but no staff
7. Connexions staff wanted to accompany their young people but have an overall staff infrastructure to work within
8. Some organisations wanted to book the whole place for themselves but have help with a combination of catering, activity booking, Exmoor information gathering etc
9. Exmoor was an unknown destination for most groups and young people we were targeting
10. Some staff and some young people were wary about going somewhere unknown

11. Many organisations did not have staff that were both trained and available as mini-bus drivers
12. People were worried about food and other special needs when it comes to going into unknown territory
13. Some parents and staff accompanying young people were concerned about rules and safety

Measures taken to overcome the barriers

1. Secured funding from Exmoor National Park's Sustainable Development Fund allowed us to subsidise the cost of participation in the programme; Successful funding bids to the Arts Council, Awards for All, Remix and Positive Activities for Young People allowed us to employ tutors to run a film week, a survival week and a music and dance week to the educational standard we wanted
2. Funding allowed us have a sliding scaled of cost to the young people (£100; £50 if family on any kind of means-tested benefit; £30 if young person not supported by family)
3. Imayla was able to provide youth worker staff to work alongside staff coming with the young people
4. Imayla provided a coordinator to oversee the whole six weeks programme
5. The Imayla coordinator was able to block-organise and block book transport, food & catering, activities, legal requirements etc for all participating groups, creating huge economies of scale in terms of both time and money.
6. Imayla was able to coordinate a mix of young people from various organizations
7. We were able to provide an appropriate infrastructure to allow Connexions key workers to integrate with their clients
8. We allowed three weeks out of the six-week programme to be attended by organised and experienced groups who wanted to 'go it alone' and were able to provide them with the general information/catering structure we had created for the whole programme.
9. Imayla had undertaken extensive research on the area through the Exmoor National Park Authority and tourist board websites that it could pass on in easy-to-digest form to users
10. Imayla was able to create a home from home atmosphere at Pinkery and provide workers and young people with information beforehand
11. Imayla provided minibuses drivers
12. Imayla was able to provide halal meat, staff from diverse cultural backgrounds, cooks who were versed in a range of cuisines and teachers and youth workers who understood where they were coming from.
13. Imayla provided a standard consent form, risk assessments and public liability evidence for all activities, could guarantee appropriate staff to young people ratios and required that both young people and their parents signed a 'Rules of Engagement' form outlining the rules and sanctions for breaking them.

Other results of the initial consultation

Potential user-groups fed back that film-making, a combined music and dance week and a survival week would best respond to their young people's stated preferences (much in line with previous consultations) and be most appropriate in a rural residential setting. Other groups were interested in filling the whole centre themselves, organising their own programme of activities with advice, support and facilitation from Imayla. The six week programme thus involved three themed weeks organised by Imayla and three 'self-contained' weeks facilitated by Imayla.

Phase 2

Once the three Imayla courses and overall programme was decided upon and designed, we created marketing materials and advertised via the following networks and publications to bring in more clients to the programme:

- ☀ Voscur Young Peoples Network e-bulletin
- ☀ Voscur main e-bulletin
- ☀ Ashley Youth & Play Partnership
- ☀ Easton Youth & Play Partnership
- ☀ Bristol Youth Community Action network
- ☀ St Paul's Unlimited Community Partnership newsletter (Neighbourhood Renewal)
- ☀ Bristol Youth Community Action network
- ☀ Black South West Network Newsletter
- ☀ Easton and Lawrence Hill Neighbourhood Renewal (Children, Young People, Education & Life Long Learning task group)
- ☀ Single Parent Action Network
- ☀ Community at Heart Network
- ☀ Imayla website

With responses in and demand now far outweighing places available, where organisations or young people were not able to attend due to insufficient places, we recorded interest for next year and given them information about Pinkery and Exmoor in general so that they can visit the site or the area independently.

The following venues gave us their 'downtime' dates, costs etc to allow us to promote their facilities:

- ☀ Minehead Youth Hostel
- ☀ Lynton Youth Hostel
- ☀ Exford Youth Hostel
- ☀ Calvert Trust
- ☀ Nettlecombe

The consultation and marketing for this project served as a valuable marketing exercise for Exmoor in its own right.

NATURE OF COURSES, STYLE OF TEACHING

- ✿ Courses were chosen in response to consultation conducted by Imayla with a cross-section of organisations that we felt would benefit from participating in a residential programme in the Park.
- ✿ Previous experience too had taught us that courses in multi-media, participatory arts and survival/environmental skills are popular with young people in the 14-19 age group that we were targeting, particularly those who do not respond well to traditional subjects and styles of teaching in school.
- ✿ Funding was available to support the rural residential programme from organisations who support young people's engagement in the arts (Arts Council; Youth Music Action Zone)
- ✿ We knew that an isolated rural setting would not only complement the work in that it is a place of inspiration but that a week-long structured programme in this kind of setting would allow the young people to really concentrate and develop their skills both individually and together in a way that they could not back home
- ✿ we wanted to evidence the power of the countryside to inspire creative industry
- ✿ Previous experience has shown that Survival/bushcraft courses are the best way to inspire teenagers to learn about the countryside and the environment
- ✿ The media and arts courses were designed to take place from 9.30 – 12.30 and from 8-9.30 in the evenings. They had a clear structure with clear targets but young people were encouraged to work at their own pace in their own style.
- ✿ Teachers/workshop leaders were chosen who had experience in working with young people from the inner city.
- ✿ The style of teaching was informal and participants were encouraged to express their own creativity in their own way. They were enabled to continue with their project into their free time in the evenings. They had a goal to achieve by the end of the week and could work towards it in their own way with one-one support when they needed it.
- ✿ They had a break between morning and evening course programmes to go out of the Centre for outdoor activities including water sports on Wimbleball Lake, beach and sea sports, horse riding, mountain biking, quad biking, falconry and visiting protected Exmoor ponies,
- ✿ They were aiming to go away having completed a survival course, made a short film, performed a dance piece, or recorded a music track.

MANAGEMENT OF YOUNG PEOPLE (ON THE THREE IMAYLA THEMED WEEKS)

Imayla employed a co-ordinator and a team of youth workers over the six weeks, having one coordinator and 2 youth workers on site at any one time. We drew these staff from our pool of contacts in both Bristol and the local Exmoor area. This allowed us to provide a continuation of knowledge and experience of the site and the surrounding area.

Each week's participants comprised

- ✱ young people who Imayla had recruited individually or who had been referred to Imayla by e.g. Social Services, behavioural units,
- ✱ young people who came with their own group leader/s from their youth group in Bristol,
- ✱ young people who had a Connexions key worker or a YISP (Youth Inclusion Support Panel) key worker.
- ✱ young people who were disadvantaged but had no particular behaviour issues. It is an Imayla policy to where possible create a mix of young people so as not to either stigmatise or make too intense the experience for either workers or young people themselves
- ✱ A mix of cultural backgrounds
- ✱ A variety of special needs including ADHD, Aspergers syndrome, emotional & behavioural difficulties

Some young people came with youth workers from their youth group or with a support worker. All staff on site then worked together as a team under the supervision of the coordinator.

Young People's activity choices

Once we had responses of interest in the programme we consulted groups and individuals who were booking on to ascertain what outdoor activities they were interested in participating in in the afternoons, all participants were asked to rate the following activities 1-5 according to preference:

- ✱ Surfing/body boarding lesson:
- ✱ Mountain-biking
- ✱ Horse riding lesson
- ✱ Climbing lesson
- ✱ Sight-seeing to sea-side resort
- ✱ Boat trip around coast
- ✱ Water sports on lake (sailing, windsurfing, canoeing, kayaking, raft building lessons)
- ✱ Interesting and beautiful walks in the countryside/along the coast
- ✱ Chilling on the beach
- ✱ Rock pooling
- ✱ Falconry and clay pigeon shooting
- ✱ Horse and cart ride across Exmoor

Activities were then organised based on majority preferences.

NB Quad biking was done by some young people as sadly there was no surf all summer. It was a practical way for them to understand the contrast between this sort of activity, that does not happen within the boundary of a national park, and the protected, natural and peaceful nature of the park itself in which they were staying. They learnt that they could stay in the Park but step outside its boundary to do a different sort of activity and appreciate the contrast.

Detail of co-ordination and support provided for participating groups by Imayla

- ✿ All participating organisations, tutors and youth workers were given a 'Background Information' booklet (Appendix 1) (a summary of some interesting facts about national parks, Exmoor National Park, biodiversity, conservation, wildlife, recycling, sustainable development, historical/environmental sites of interest etc) & a second document with links to more detailed information.(Appendix 2)
- ✿ Imayla booked all activities on-block for the six weeks, obtained and checked risk assessments & insurance of outdoor activity providers, workshop providers etc checked etc, saving individual group-worker time and allowing discounted costs
- ✿ Pinkery was block booked allowed substantial discount of hire charge
- ✿ Imayla sent out lists of local outdoor activity providers, local food sources, local transport providers to the 'self-contained' groups
- ✿ Coaches and minibus hire were booked by Imayla to allow time- and money-saving for groups
- ✿ Catering staff and local food suppliers were sourced and booked by Imayla allowing economies of time, advantages of experience of catering staff, cost saving.
- ✿ Imayla provided total catering service (food and staff) for one of the 'self-contained' weeks as well as its own three themed weeks

This overall support and facilitation for all groups participating over the six weeks, created economies of time and cost on many levels and meant that organisations who would not have felt able to organise a week away themselves were able to participate and were also able to learn aspects of organisation that they can now apply if they wish to organise a residential themselves, i.e. it was valuable action research and organisational training for the groups involved.

Project Expenditure

	cost
Project planning, publicity, pre-production, financial management etc for 6-week programme	£14,700
Raising further funding of £16,000	£1,500
Film Week	£12,952
Music and Dance Week	£11,045
Survival Week	£9,567

Breakdown of types of costs:

	cost
Transport costs*	average £850 per week
Food and Catering	average of £1783 per week
Outdoor Activities	average of £1100 per week
Education workshop tuition & equipment:	
Survival course	£1445
Film Course	£4,280
Music & Dance course	£3090
Imayla Youth work	£800 per week
In-kind youth worker	7 youth workers attended funded by their own organisation's time (=£2800 in-kind youth work supplied)
Total of Imayla's budget spent locally	£32,000

- 3 x hired out weeks spent locally on top of this (activities, food)
- Average cost = £350 per young person (compared to £600 per person in the YHA Do it for Real programme which did not provide quality learning, community cohesion, work with disadvantaged/special needs/challenging young people)

*Transport costs are for three weeks and include return coach to Bristol (x3), minibus hire for transportation around the area each day, driver insurance, diesel

Income:

ENP Sustainable Development Funding	36,044.00
Remix	2,250.00
AYPP PAYP	1,800.00
Connexions Survival	2,116.00
Connexions Dance	685.00
EYPP PAYP	
Arts Council	3,777.00
Awards for All	3,742.00
Film Week (Full Circle)	1,800.00
Individ Y/P Film Week	770.00
Ashley Y/P Survival Week	1,000.00
Individ Y/P Music and Dance week	845.00
Total Programmed weeks income	54,829.00

Hired Out Weeks

Bread	1,281.00
Positive Futures	2,490.88
Adventure Playgrounds	1,175.78
Total Hired out weeks income	4,947.66
Total Income	66,606.66

WHAT CHANGES CAME ABOUT IN THE PARTICIPANTS – YOUNG PEOPLE & ADULTS –

Young people were asked to fill in a written evaluation form (appendix 3), from which we created a spreadsheet to record quantitative information (appendix 4) and a Written Evaluation Responses document (appendix 5) to record more qualitative information.

A random selection of participants were interviewed on camera (see DVD Rom of these filmed interviews)

In summary,

Some major life changes

Yeah I'm on a music and singing and dance course, and I decided to do that on Pinkery, it inspired me to do that - this is the direction I wanted to go in, whereas I was just wandering around feeling crap. Naela

Darren, has been working with me for about a year and he never really took part, he was always on the peripheral, letting other people get on with the work, didn't really have the confidence, just watching. But came to Pinkery, and he learned a lot, he worked hard. He was up till late on the computers, he learnt the software, he learnt quite a lot about production, and since we've come back, he's just been so much more confident. He's really taken a leading role in the sessions. He's got the software on his computer at home, he's making beats, making tunes, he's turning up as the big producer now, he's sitting back, bringing in MC's, singers, getting them all on his tunes. He's totally turned around from being right on the edge to being right in the centre. It's fantastic. It's definitely down to coming there and having the opportunity to just focus, and just get down to it. It's really paid off for him. He's really going places. I think it's affected other parts of his life, as well, that sort of confidence; he's turned around a lot. Jack Kingslake, Hello Interactive (tutor on Music Week)

Yeah, I'm a producer now. I'm doing stuff in the music game. Trying to get somewhere. That week did not kind of spark my interest, but it helped me to realise that I did like music more than I thought I did and I wanted to get involved with it a bit more. Darren

I hope that when I leave, I will be able to establish links with the people I've met here, and carry (film work) on. Yeah, I'm doing a small campaign for foster care. I'm helping someone do the media for that. Bradley

Survival was fantastic. I found out a lot about myself. I found I could walk everywhere now, so I'm saving work quite a lot of money at the moment. I walk most places now. If I can walk five miles, why can't I walk from my house – St. Paul's - to the city centre? Judith Davies

I'd like to come out here with my friends and get a cottage out or something. Ben B

I'm going to be a film director. Cherry

The music at Pinkery kind of prompted me to do the course I'm doing at college. It opened my mind a little bit more. Bradley

It's been amazing, I'm so happy to get away from Hartcliffe so I can meet different people. It's mad. Everyone round my area's just weird. (Here) you've got time to think about what you want to do when you get back, if you want to change. I've changed I reckon... The first week I come back (home after Pinkery) I didn't get into trouble for two weeks. That ASBO should have been off ages ago. Since then (my first Pinkery), if someone says, lets go and do some stupid stuff, I just go in and watch a film. Then when I come back here, I know I ain't getting in no trouble ever again. I don't want to go to jail. Once in school I was told I am a people person, only once, but I didn't believe them. But when I come here, I started talking, and I didn't know no man, and I learnt how to talk to people that I wouldn't normally. I have that ADHD. Now I've learnt to control my anger, I've learnt to forget about it, forget about it all. Ashley

I was thinking about that village we passed, how it would be nice to live there for a couple of months. Rene

The Pinkery experience was something that the young people will never forget and on the last day they were hugging and crying with each other, as they just didn't want to leave' " Connexions Key Workers' Evaluation Report on Survival Week

Now I want to be a film maker, after doing this, 'cause it's so fun. Naela

Some of the girls that came to Pinkery that made a track with Colin, who we didn't know before, have become the core of a new girl's music club I've set up now. And they're bringing more people in. They're doing that Wednesday nights. Again, that was down to the connection made at Pinkery. So there was a lot of goodness come out of it that's carried on. Jack Kingslake, Hello Interactive (tutor on Music Week)

One of the girls I was working with as well, she was quite an interesting character and had acute learning difficulties. She was receiving quite a lot of flak throughout the week, but when I actually sat down with her, making tunes on the computer, she really got into it and walks out of that with a couple of tunes I felt that she's really proud of.

Colin Williams, Hello Interactive (tutor on Film Week)

They've got their assumptions that when they go away they'll get treated worse, and that could be true, but generally, again, that's a misconception. Sometimes the fear that makes you not do something is just the fear of it. But going away to Exmoor, you find that some of your misconceptions are not true. So going there now is obviously going to be an option. You know you're going to be fine. You know you can survive for the night, you can find a B&B if you want to go there for a week with your family. You know, it's as accessible to you as it is to anyone else. You're a human being, you can go anywhere in this world. Judith Davies, Connexions inner city key worker

In their response to and attitudes towards the countryside:

- Context: more than half of young people attending had never stayed for a week in the countryside, and some 25% had never been to the countryside at all in their lives
- all reported how fantastic it was to be in the countryside and for a whole week -- away from the stresses of city, family and school life
- The elements of enjoyment that they most referred to included quiet, peace, tranquillity, stars, no cars, no fights, slower pace, being able to see so far, openness, no pollution, beauty, wild animals (most would include cows and sheep in their definition of wild animals), hearing animals, inspiring, feeling free.
- all said that they wanted to go the countryside more, but that access was difficult and they hoped there were more supported projects like this so that they could come and enjoy the countryside with other young people, with a goal and with activities that teenagers enjoy ('places like Pinkery'; 'nice people running it', 'lots of activities', 'a purpose, something to learn')
- most who did Survival said they wanted to do it for longer next time
- youth workers too really enjoyed their weeks and thought the Pinkery Centre and the area would be somewhere they would like to return to with their groups

It seems like its really distant from everything else, like we have to travel far to see something. I feel more isolated, which is good, because it feels peaceful and relaxing, and like it's our place to have fun. Charmaine:

You're in the middle of nowhere, so you have to do something. It kind of forces you to subconsciously to do what you're here to do. So isolation has a big part in this, being out in the countryside in the openness, and again, nature. Bradley

It was so inspiring, we went to the lake, over the hill, there's just so much to take pictures of, because everything's so beautiful, and so you just wandered round in paradise, taking pictures of everything, and that was wonderful. Naela:

There were so many potential ideas that could have been used on that lake as well. I mean you go to some places... when I was doing photography at college, I used to just literally walk around the city and just say 'there's nothing to take a picture of' Scott

It's going to be different in the countryside, because it's a time for them to just be... to just take everything out of their minds, clear their heads, give them a time to Breathe! (Joel Thompson, inner-city youth worker)

And working in this context -- in the countryside as opposed to the town -- I think helps. I just think it's very inspiring for everyone. Even if the pieces that we make aren't about that, I think it gives you a very different starting point when you are in this environment, as opposed to a town, especially with what goes on in between classes. I think it's just a completely different focus, and that's really nice. Laila Diallo (dance teacher)

It's inspired me watching how good it is for the ones who have never been to anything like this before. Because I know that even though they're like 'Oh, there's poo everywhere'... I know that they're actually learning something. I doubt that any of them actually do anything like this or have done before, so they're learning stuff, taking something in, which is good. I think they might go back a bit different. Naela

In their understanding of Exmoor National Park:

- ✱ They learnt about its protected status, their personal right of access
- ✱ Each group was involved in an activity with a member of the ENPA Education/Ranger/outdoor instructor team, where the special qualities of the Exmoor environment, and the threats to it, were highlighted.
- ✱ young people went away understanding that the project had also helped support local businesses -- the wide range of activity providers, transport providers, food producers, the local post office (who supplied all our bread and milk) etc
- ✱ They understood about traffic pressures on the Park and knew that we had used a coach to arrive, minibus on site, local minibus hire (i.e minimum transport use for total of 173 people who participated)
- ✱ they learnt about energy consumption and production through staying at Pinkery which is an Eco Centre and runs off wind and solar power, and about recycling which they were responsible for.
- ✱ Young people's preferences v conservation issues (eg quad biking – education of y/p that it happened outside the area for conservation reasons though is still something they can access when visiting the Park – similarly they learnt that Butlins was an exciting place they could visit outside the Park while they were staying in the Park. These contrasts helped to define for them what the Park and its conservation meant.
- ✱ They experienced first hand that a big resource of the Park is that it can provide a home for residential education and creative industry – a 'Place of Inspiration'
- ✱ George Pile the 15-year old falconer was an incredible hit with all the young people from every group. He was entertaining, informative and very inspiring for them all (especially when they found out that he, like many of them, had not been happy in school and had now found a real passion in life that he could also make a living out of

It's for everyone to enjoy, to come and see. If everyone chooses not to do so, that's their loss, basically. They're there to preserve all the animals and stuff so they've got quite a lot of natural habitats. And it's nice for people to actually walk across, and actually view everything in its own natural habitat, and it isn't all caged up. I don't think animals in the zoo should be kept in there. Kerry

Looking after everyone's best interests isn't it? It's like bringing the people and animals together without destroying the animals' habitat. Colston

It's a reserve, it's a protected area, so you keep everything safe and not build houses on it. Everything is growing and doing what it needs to do, without us interrupting it.
Gemma

In their understanding of sustainability:

- ✿ They learnt about Pinkery as an Eco Centre project (about the meaning of sustainable living – energy, recycling, composting) and its implications locally (and globally)
- ✿ They learnt about supporting the local economy through the eco-tourism business they themselves brought to the area)
- ✿ they really appreciated the fresh, organic, locally produced food and learnt about cutting out the middle man (the supermarkets), food miles, local sustainability and nutrition
- ✿ One whole week – the *Survive & Sustain* week – was solely devoted to these themes
- ✿ Information/Interpretation materials/systems set up for and during that week continued to be operated throughout the six-week programme
- ✿ Sustainability info sheets were given to all young people and staff for use during their stay and on return home

They make their own electricity from solar panels, and the windmill. Ben L
That's why on every light switch it says switch the lights off, save the planet. Sapphire

In their awareness of Exmoor's cultural heritage:

- ✿ Site visits to Pinkery Pond, the Chains and various barrows, included the archaeological heritage of Exmoor as a stimulus for creative work.

On their awareness of Conservation issues:

- ✿ Ongoing learning about the importance of biodiversity – what this means and how to protect and encourage it. The Survival weeks' activities exposed the young people to a variety of species and habitats. They also made links to observing local species present in the city.

Through integration of environmental/heritage issues into specific arts activities:

- ✿ Sustain and Survive Week – focus of whole week
- ✿ Multi-media week –list of locations and themes to integrate into media work provided and incorporated into creative work; interpretation of the environment and comparisons between urban and rural

- ✿ Music and Dance Week –natural sound recordings made and integrated into creative work

In attitude towards the learning experience (experiencing different ways of learning, discovering what style suited them):

- ✿ All reported that it meant they could get so much more out of their courses (survival, film, music or dance) because they felt good, part of a team they had got to know, could attend every day and work towards a finished product at the end -- they experienced the value of residential education
- ✿ they all said this way of learning suited them much better than school because the work was mixed with outdoor activities and because the learning was more practical
- ✿ Without exception, everyone produced the end product aimed for (a film, a track or a dance performance) and one of excellent quality that they are really proud of
- ✿ teachers and workshop leaders found the environment and the mix of learning and activities very conducive to successful teaching and learning.

I think it's a great environment to learn in. They're here to have fun, and to get to know each other and to enjoy it, but I think that's a very positive thing because you then associate your creative tasks with other things around you, which is about meeting people and enjoying the countryside. So, yeah, I think it's a very creative space and time in which to do it. Laila Diallo (dance teacher)

It gives you more options, a hell of a lot more options, and half of the things that we've done on the film week are attributed to the fact that we're out in the open, and nature, I like that word Nature. Scott

Scott; I think the fact that the work is such high standards as well is the fact that we took our minds away from it, and then came back

Naela: And we might have been subconsciously inspired by all of the places that we went outside of this place.

You get taken out of the ordinary, and it gives you a better chance to think about what you're filming Hazel

Like looking through a different view, so you appreciate more stuff. Like when we were up by the lake, and taking pictures through the flowers and stuff. You try and look for the nice angles, you try and look for the better side of the countryside. So you're always looking for the positive side, instead of being negative. Colston

We're in teams, so there's a lot of team building. We're all helping each other out, because we're all in a place we've never been before, so being away is helping us work in a team. Colston

I think staying here for a week to do media makes you concentrate more. When you're at home, you go out and mess around with your friends, and here you focus more, and it's been a challenge to do media and learn something new. Lavana

The lyrics come out much better, you can think better, because you're out in the open. Just away from everything, don't have to worry about anything. Niall

You wake up, and you've got your first lesson in the morning. But it's not like a school thing -- come here, do this -- you just chill, you can have a little break when you want, it's nice and relaxed, but you still do what you have to do. I didn't mind working in the evenings; if I was at school, it would have been different, I'd just stay out in my room or something, but I wanna go back and finish a track, or edit it, or put some effects on it or something. Ras

Makes me feel a lot fitter, doing dance every single day. Feels like I'm doing something to keep myself fit. And it's fun as well. Gemma

I think it's important for young people to experience different creative environments. Being in the city in normal day-to-day life doesn't give them the opportunity to channel all their energy into their creative talents, and also to work with other people to stimulate new ideas and deliver better products. Joel Thompson (youth worker, music and dance week)

I think the difference between teaching a weekly class in Bristol and doing this is that there's some continuity, and that's lovely: being able to work over the space of a week on something, and developing not only creatively but relationships between individuals, and learning to work with each of them, and push each of them so that they can explore their own creativity as much as possible. Laila Diallo (Dance teacher)

I would love to teach on residencies again. I got a lot out of it as a teacher. I learnt a lot about how best to connect, and how to get the most out of these young people. I think it's a really good learning environment for myself, and I feel like they get a lot out of it too. Laila Diallo (Dance teacher)

When you're in the everyday world, it's taken up with small little practical things, and here, it's all taken care of for you. All you have to do is be creative, and it's a treat. All human beings need that, to feel like your life's worth living, because you've had a challenge, and done something different. Deasy Bamford (visiting youth worker/project coordinator)

I've opened a recording studio in Bristol, and the kids might stick around for an hour, then they're off, because someone's belled them, and they've got somewhere else to go. Whereas there, they haven't got those distractions, they can't even get reception on their phones, they haven't got anywhere else to go. So those kids that weren't focussed in the city, showed a much higher degree of focus. The facilities are still there in the evening, so they come back up in their free time. They're working on their tunes until late at night. And the result was a lot of good, hard work and some good quality music. Jack Kingslake, Hello Interactive (tutor on Music Week)

Working with each other, as well, because you've got all these other kids that are all there to make music. They've all got their experience of music, or dance, prior to coming, and so they've all got different skills, and there's a lot of skill sharing going on, different people going on each other's tunes. Some people play instruments, some people who sung, some people who rap, a good little production site, everyone worked together, which really helped the quality of results. Jack Kingslake, Hello Interactive (tutor on Music Week)

In understanding and relating to others:

- ✿ youth workers said they saw a completely different side to the young people they knew, and really appreciated seeing them taking on new challenges and being exposed to new environments and different people from all different walks of life
- ✿ Bread youth project's Kumani group were able to meet up with Lawrence Weston's white group
- ✿ Two neighbouring inner-city communities were able to share a week

Ngaio: A lot of people, if they'd had their friends to talk to outside, they might not have made the effort to talk to different people

We're in teams, so there's a lot of team building. We're all helping each other out, because we're all in a place we've never been before, so being away is helping us work in a team. Colston

I love making movies, but on my last movie, I hated working with people, I always wanted to do it my own way. But now it's good to do it with partners and build up and I like meeting new people. In directing you have to. Rene

It's a completely different atmosphere to anything else. Here, because you're with the people 24-7 basically you develop a relationship a lot quicker that if you worked with them on a daily basis, which means you can work better with them, that's what I found. Scott

Having other people around you putting their tracks down as well -- it's good. It shows everyone's got the talent and stuff, they've got all different skills. It pushes me to do better. Ras

Charmaine: 'Cause everyone else was doing it, I thought, this is my opportunity, so I did it.

Ashley: They push you to do it here, that's the best part of it. The people encourage you to do it.

Ben L: I knew most people there and it builds up more confidence in each other.



Ben B: *At the beginning you maybe feel that you can't get in the dance rhythm; maybe you're a bit shy, but when you get your confidence up, maybe you get to know them a bit better, and you feel like, welcome.*

There's not one source within the inner city which brings all these youths together, so they understand where they're coming from and where they're going in life.

Everyone's just on their own mission, there's no guidance. Your parents could tell you to do this, do that, be good, go to school, but there's no guidance as to who they are, what are they doing on this earth – unless they follow a religion, they're born into a religion – but otherwise there's no one saying where it is I'm coming from and what my personal purposes are to being on this earth. Joel Thompson, inner city youth worker

It's important for young people to be given these opportunities to be able to be creative and be able to express themselves. Young people have different talents and sometimes, when they're in one space, they can be amazing together, not just as individuals, but 'we'. And so many things in this world is about 'I' - where I'm at; sometimes you can be strong if you talk about 'we'. If you can come together as one, you can create a magnificent force, you know, together. Judith Davies, Connexions key worker

Group dynamics are strange, and even with a professional dancer, even if you've been doing it for years, if you find yourself in a group with strangers, it's exposing, it's like you're showing a bit of yourself. So for young people, I can understand why it's difficult, to find themselves around people they don't know, to just lash out, and say this is what I do and this is what I'm about. I think you have to allow a bit of time and a bit of space, just to get to know each other. Finding their place within a group takes a few days usually, but young people are generally quite open, and those little pockets of resistance, or little clans, very quickly dissolve. I think that's what's most rewarding, towards the end of the week, to watch them dance, you can really see from the dancing that they're doing it as a team. That's what I enjoyed the most, to see that. It's great to see, considering where we've started from, we've achieved such a nice piece of group work. . Laila Diallo (Dance teacher)

I think Remi and Natasha (the cooks) done alright. It's good to have people who've worked with kids, who know how they thinking, or what they're saying, I mean, some of the time the kids are rude with what they say. And rather than react to it they came back with a witty answer, trying to explain to them about the ways of asking. James, youth worker

It's nice seeing everybody, whether they knew each other or not, just working together, supporting each other. It's like being at a convention where everybody's just interested in the same thing, so they can just connect, so they always know what they're talking about. It's really amazing to see that they can do that. Salama (youth worker on Film Week)

I think it's been a really great experience. Because meeting new people, you find out loads more things, like how they see life, and it's really nice to see how other people think of the world. Chad

It's good to interact with new people. If I hadn't come here, and I'd met the people I've met... If I saw them on the street... then I wouldn't think twice about talking to them, but now that I've met them... it's really good to meet new people. It's made it a more fun experience to know more people. Charmaine

You kind of notice that everybody's nice. If we weren't in this situation, then everybody would seem quite intimidating, but now it's like they're easy to talk to and everyone's really friendly. Gemma

Everyone's relaxed as if they were back at home, so they're themselves. Charmaine

When I first came here, I was shy, and I wouldn't do anything but now I've met new people, and got along with them it's given me confidence to try new things. Emma

Yeah, and it builds up more confidence in each other. And if sometimes when you see someone, and you don't like them, you go home and you think you don't like them again. There you have to live with someone for like a week, and you have to, well you don't have to but then you do get along with them in the end. But here (in Bristol), you could just hold a grudge forever. Ben

I just prefer it with my friends, and then family you don't have to worry about. Just feel a bit more free with your friends. I wouldn't mind my family coming, but... then it's good to help out with people, because it gives you discipline, and then it's not just there for your pleasing all the time. Ben

I think it was better because it was all people around our age and we actually had some freedom because I thought it would be: 'You're doing dance, you're not allowed to do this, and you had certain rules; but we actually had freedom, we messed about a bit, everyone actually respected that. Katie

There was another group and we were arguing, and after the argument, everyone was best of friends. Jade

That's like us, I nearly had a fight. Then we sat down and talked about it, and it was all OK. They had their bags packed ready to go and everything. Samantha

*One of the lads I'm working with at the moment in particular has been really good because he's a bit older, and I had the chance to give him some responsibility to look after some of the younger people. And he's really come through in that kind of way, so he's earned my trust a bit more and gained more respect in my eyes...Noel,
Connexions Key worker*

They were sharing, watching out for each other. Yesterday we went to Woolacombe and some of them went swimming and surfing, and they actually pooled their money a bit and went together to rent some boards, or maybe one had enough money to rent the boards and they shared his with someone else, that sort of thing. And you could

see the ones that weren't swimming when all of a sudden the tide was coming in and they picked up everybody's stuff and moved it up the beach. Just little stuff like that...
Patsy, Positive Futures youth worker

With survival we had people from all different areas, different cultures, you know the barriers that involves in itself, the different dynamics of culture, communities: Southmead, St.Pauls. There are all very different rules, little structures going on. I mean young people don't even like people from St. Paul's coming over here, or vice versa, so it's quite good beginning to work on all those misinformed stereotypes, in a constructive way as well as enhancing their skills.
Judith Davies (Connexions Key worker)

I don't know if you remember on the last day, that's what I'll always remember, the crying, the hugs, you've got young people who don't like being touched, you know the 'don't touch me I'm a big man'. They were all hugging and kissing and crying. They didn't know what it was going to be like at the beginning of the week. By the end they were like: can I live here, can I stay here, I don't want to go home. You know, they moaned about not having T.V. By the end of the week they were playing chess every night. You know, the social side of things was amazing. Judith Davies (Connexions Key worker)

They learnt a lot about themselves and there wasn't a lot of – you know – fighting or arguing, because they learnt as well to resolve. We gave them space to go off and talk amongst themselves about issues, and we only stepped in when it would have become unmanageable. When you give young people a chance, they're actually a lot stricter than us. So yeah, it was wonderful. Judith Davies (Connexions Key worker)

And I'll tell you what, even though there was a mixture, and they were different in culture, and they were different in language, they was different in the areas that they come from within Bristol, that survival trip actually brought them together, which was excellent, because they knew they could work together, and they knew how far they could go with each other. Clive Dyer, youth worker

There was a really good atmosphere. It was palpable, you could really feel it, and the race thing and the culture thing didn't really come into it. I certainly didn't perceive it. Maybe at the beginning of the week there was a little bit of tension because we had a real mixture: Asian, mixed race, white, African heritage, and there was none of it. Maybe at the beginning of the week, but by the end there was none of it, and that for

me means a lot. Clive Dyer, youth worker



In confidence vis a vis activities:

- ☀ activities enjoyed were climbing, mountain biking, swimming in Pinkery Pond, quad biking, cricket on the beach, body boarding (no surf for surfing!), sailing and canoeing on Wimbleball Lake, horse riding, setting up camp and making fire by friction in Simonsbath

woods, sitting round a fire every night, visiting the Moorland Mousie Exmoor ponies

- ☀ 'There was a visible effect on self-esteem and motivation, and the development of personal and social skills. Connexions Key Workers' Evaluation Report
- ☀ See appendix 4

In their view of opportunities out there having tried new things:

- ☀ young people from black and ethnic minorities and disadvantaged urban communities had experienced a comfortable and inspiring way to discover the countryside and felt that they would now have more confidence to come again

It's the old cliché about character development and stuff but to a point it's true you know, there's just that 'ah, I've just got to get the next step, the next signpost', the next pond, the next hill... taking them past their boundary.

Mark (The Mede Youth Centre, Knowle West – youth worker)

I think they've learnt a lot, they got a couple of different experiences that they wouldn't have got from just being in the city and stuff. I don't think half of these have done walking and stuff, in the country, which is what we did yesterday. I don't think most of them have done survival. I think they've learnt a basic survival strategy. After that couple of day's survival, I want to take them on a proper week's one. So we're going to see if we can. A proper survival one with just a knife. Jason (Youth worker on Positive Futures week):

They saw the boy with the birds. I heard one of the boys say something to James: 'How do you start something like that? How do you get to be so clever, and know so much at such a young age, and how could I do that? James said first you've got to find something you're interested in, then start reading up. So they're thinking, they're thinking. Patsy, Project X, Positive Futures, Knowle West

To see that there is a different way, as well. That the way that they see every day is not the only way - that some people do it differently. Whatever that might be. (Sheena, The Mede Youth Centre, Knowle West)

I ain't done much photography and stuff because I'm new to the group. I've never used digital cameras and film cameras before, and it's a really good experience to know how to use it, and how to work on I-movie. I would never have known that, because I would have either been out playing football, and taken no interest in what technology we have got and the really good use of it. Chad

Making my own video. It's mint! I-movie, I'd never used it before, but there's loads of stuff you can use. Mint. I like filming, it's great! Davina

The thing I like about the film course was the experience. New techniques, the people – especially the people – I mean like I heard the people that help come to do the course are actually in the business themselves and that does help me to relate to the person that I'm working with. Bradley

I've got no one directly over me who's said this is what my people are doing, you know, where I'm coming from, no role models, so it's easy to look at people who are in the spotlight, the media. That's why a lot of these young people look up to musicians, because there's no-one around them with that level of achievement, knowing what struggles they've been through so they can relate to them on a day-to-day basis. But I feel that being in the countryside, and having the opportunity to take out these youths who've got the motivation to wanna progress in life, for them to go to one place and just express their selves; that I feel is really important, 'cause sometimes dreams do get muffled and in a situation where you've got to go to school, go to work, get up, tidy your room, do this, do that, you lose that creative drive, that creative passion, so I feel that getting out, getting away from it sometimes is very important. Joel Thompson (Youth worker on Music and Dance Week)

Just get guys outside. There's something about if you get spend a whole day out of a room, out of the city, you feel that your whole self is expanding. And the thing about a lot of these activities, it's a really energising experience. A lot of the people are like: I don't want to do that, I don't want to do that, but when we actually got there, they actually had a really nice time. There's a whole social development thing that happened alongside the activities, and you've got to take that into account. Colin Williams, Hello Interactive (tutor on Music & Dance week)

I think a lot of the kids were a bit cynical to start with about going horse riding, going out on boats and stuff, but they all came back with stories to tell about the activities. Jack Kingslake, Hello Interactive (tutor on Music Week)

Rock climbing, that was just brilliant, cause just climbing up rocks, and it's a nice view when you get to the top, you just stand there and see the Bristol Channel and that. Richard

If you're just stuck in your one neighbourhood doing the same thing you're not going to develop and grow as a person, and if you can come out into a completely different environment, different situations, then you're going to gain a whole lot more I think. It's difficult to measure that. I think sometimes, unless over time. It's the seed that you plant, that conversation that you had in the middle of the wood or whatever, and they go back to wherever, but actually there's a moment when they remember what you said, because it's in there, it's been implanted, and it may be one year down the line, it could be ten years down the line, but they make a decision that's based on something you might have said and other experiences over that period that you may have had, that shapes the character, yeah, shapes what they become. Noel, Connexions Key worker

If we can get away from everything, and 24 hours a day they've got people who are good role models for them, who they can look up to, and then when they go back they've learnt so much more just being here for that week than they would for those one- hour sessions throughout the year. James

I'll tell you who else was brilliant, who everyone really, really enjoyed, was the bird man, he was incredible. Really fascinating stuff. I think pretty much everyone was captivated by him. And the fact that he was fifteen and dyslexic -- the kids could

relate to him... We said to them 'If you find something you really enjoy doing, and you really enjoy waking up every day and looking at it and studying it, if you find one thing in life, you're half way there. They could see it is possible to do it. James, Positive Futures Youth Worker

We learnt about water, and they learnt a lot. They made new friendships. We've had a meeting and they want to carry on with the survival. They want to learn more, it's opened up their minds to other things. Judith Davies, Connexions

In understanding of health and dietary issues:

- most said the air, the space and the good diet made them feel much better than they do at home
- they really appreciated the fresh, organic, locally produced food and learnt about cutting out the middle man (the supermarkets), food miles, local sustainability and nutrition
- halal meat was provided for those that required it and the reasons for eating it explained to the rest of the group
- *"It was wonderful to watch the improving health and fitness of young people throughout the week"* Connexions Key Workers' Evaluation Report

I've never actually stayed out in the countryside and ate really fresh food as what we have Chad

Kim: So, are you feeling that you don't have your ADHD symptoms when you're here?

Ashley: You can just go in your room any time, and just lay down and think about what you want to do. And you get quiet, as well. Not if I'm hyper on coke or something. We ain't allowed none of that here, cause if I was, if I'd had it Monday, I wouldn't be here.

I've got to give Imayla the praise: the food was organic. Now I can't afford organic, but we had organic food for the whole week. For young people who you take out on activities, they want to eat Mc Donald's; can't get them to change their minds on that. But I saw them with apples, pears, and they kept going back for more. Judith Davies (Connexions key worker on Survival Week)

Another thing that I've appreciated more is the different quality of food...the fact that you get organic and you're ploughing the money straight back into the community. Sylvia (Full Circle Youth Worker on Film Week)

James: You're never going to please kids where it comes to food, unless it's the rubbish they eat at school, bags of sweets, crisps

Kim: I was asking them what they normally eat and they said 'Mac Donald's. When I asked 'What, every night?' they said they sometimes have pot noodles

Mark: Like I said, Jamie Oliver got it right with the school dinners and stuff. He's so right, the amount of rubbish that they eat, so if they can experience something different...

Kim: Sounds like they eat better school dinners than they do at home

James: And that's bad, too.

Noel: Most of them don't eat the school dinners, just the sweets

James: Just pockets and pockets of sweets - which makes them even naughtier, knock-on, knock-on, knock-on.

In their feeling of well-being and achievement:

- ✱ the project addressed issues of social exclusion (in that participants gained confidence in advancing in the creative industries, in visiting rural areas, in mixing with both adults and young people they would not normally mix with)
- ✱ the project addressed issues around community cohesion allowing people to get to know people who live in the same city but from different cultures, developing communication, trust and potentially long-term relationships and understanding.
- ✱ It was remarkable the number of people who reported feeling that they could 'breathe' 'my brain can breathe' – the young people perhaps now understand first hand why the new National Parks website is called "Breathing Spaces UK"!



And it was good to do something like that that was so focussed in the summer when we could have sitting at home but it's something to do, and something constructive and beneficial, and it's good. Hazel

I found it (mountain biking) really great. I found it really, really good. When we got up to the highest point in Somerset I felt I had achieved something. Chad

It's been absolutely brilliant...they were really, really happy, and they were really funny, and I think they'd love to come back to Exmoor again Joel Rutter

The first couple of days we were learning how to put bashers up, how to make fires using a bow saw, which was quite difficult even for us, I must admit, but we got the fires going before we actually went out and struck out on camp, which was excellent; and I think the kids themselves took to that because they realised just what they could achieve. Clive Dyer, Youth Worker

I think being in a different space, for them, just coming here and having no boundaries that you can see is so fundamentally different for them... to what they're used to every day of their lives. We could see it in them when they first got here. Just this incredible look. That was really nice to see. I like that look. Sheena (Project X, Positive Futures, Knowle West, youth worker):

It's like when you see a work in progress and then you see the final outcome, it's kind of rewarding. Scott

I've got a film, which is really good, and which we've worked really hard on, which is good. Naela

Kim: Do you think you could have done a track you were satisfied with if you were in Bristol?

Ras: I do, but I don't think it would have come out as good. I don't think I would try hard enough

It's really interesting to watch how they work everything as well, cause then you know how to work everything and you know what you want in your track. You know how to do everything. Gemma

Your brain needs time to grow and think back about all the things you've been learning and experiencing. I feel that young people do need as much opportunities as they can to sort of take steps forward themselves to develop themselves as young adults. Joel

So for me, it was really nice 'cause I don't do anything to do with media: never thought about it, didn't really know what it was about, so it was nice to get an insight into what you can do with it. I can actually go home now and say 'I've put this together, I've helped, I know I've learnt something. Salama

One of the things I really liked about the whole thing, making music there, was that pretty much everyone – regardless of their musical ability – walked out of there having created a track. Colin Williams, Hello Interactive (tutor on Film Week)

Even a lot of the dancers came over and made a track, like those girls: All of a sudden, they just got together, and were working as a band. If you think about putting a band together in the space of a week, and those guys are actually playing the whole thing live, and it was absolutely brilliant. Colin Williams, Hello Interactive (tutor on Film Week)

I think once you get people together to make music, and you make that solid foundation, like music, (or filming), it's like a solid thing, and who can say what the long term effects of that are gonna be? It's excellent. Colin Williams, Hello Interactive (tutor on Film Week)

I felt like I was teaching them sometimes, 'cause I'm one of the older ones, I felt like one of the youth workers, telling them shush, and explaining things, and how they can learn about it. Naela

There was one young girl who sang, you remember? How shy she was, and she wanted to come back the next week; she wanted to see if she could come back on the singing week, to enhance her singing, because there was potential. Her social skills -- this was a girl who a key worker worked with one-to-one, who'd never worked with a group. She was crying... she didn't want to mix with the group at the beginning, but she had to be given space to come into the group, so no-one pushed her. She came away with new friends, she loved it. Judith Davies (Connexions key worker)

Took one of the kids I used to teach, who'd hardly been away at all, never went away as a kid with his mum and dad, quite low self-esteem. This week he's come away on his own, he didn't know anyone, made loads and loads of friends, was really, really happy and is coming back in a couple of weeks I believe. Was well behaved, the life and soul, always asked if there was anything he could do to help. This is a kid who has been in and out of EBD units all his education, and currently on an ASBO at the moment. Joel Rutter (youth worker and teacher)



In attitudes towards wanting to go again:

- ✿ All bar one person answered *Yes* to the written question **would you like to visit the countryside again?**. Below are some examples of oral responses to the question.

Kim: So would you like to go again?

Both: Yeah

Ben B: I'm going

Ben B: I'd like to go on a residential with my friends and get a cottage out or something.

Ben L: I'd like to do it like at Pinkery.

Kim: Ok, do you want to go back to Exmoor?

Ashley: Yeah, I do, I want to go back. It is good, it is fun.

Kim: So can you persuade your family to go?

Ashley: Yeah, I reckon if I told my mum that I had a good time...

Kim: So would you like to go again?

Both: Yeah, definitely

Kim: To Exmoor, that area.

Charmaine: Where we stayed, yeah. Exmoor

Katie: If we went somewhere else, we might get somewhere really nasty, place to stay.

Kim: Would you persuade your family to go?

Both: No!

Charmaine: I'd rather go on my own!

Kim: You could go on survival next time.

Charmaine: Yeah

Katie: Yeah, I would like to do that

Kim: Be good to camp out.

Charmaine: And we could explore, because there's how many acres?

Kim: Would you do it again?

Jade: Yeah, big time

Samantha: Get me away from my family

Kim: So you wouldn't take your family to the countryside?

Samantha: I would like to go with the same people -- that was good.

Jade: I think if I could change anything, I don't think I would

Kim: Would you like to go for a week or more next time?

Jade: More than a week

Naela: Yeah, I really want to go back next summer. And all the things we did. It was really great to have made that film and that music track

Hazel: With really nice people and good equipment and stuff, it's really good. It's just an amazing experience.

Ras: They should do more of them every year. Definitely going next year.

Kim: Do you think you would go in the countryside by yourself now?

Niall: Not really, but if it was on again I'd definitely go again. It's not every day that you get to do that sort of thing, like be out in the open like that, but it's good. I'd definitely go if it was on again next year.

Abaje: Overall, I'd give it, by judging it one to ten, I'd give it eight. It was a good experience, and I'd like to do it again.

Darren: Once a year, twice a year, I'd enjoy it each time.

Kim: And you liked it with other people your age?

Darren: Yeah, I'd like to go with people my age that I get along with. Because my family get boring. I'm a man now; I don't need to go with my family. Yeah, I'm a bit older now, so I want to be one of the people to tell the others to go to sleep, but I definitely want to go again.

Kim: So do you reckon you'd go to Exmoor?

Bradley: Yeah, I reckon it would be easier, and a bit more exciting to go with someone who knew what they were doing. Like, for example, you or someone who lived there, and you or he took a small group of people and took us out and started doing adventures, just having a good time on the mountain, the moors. I reckon it would be good to go again and bring some more people for them to have the same experience we did because it was good.

In their perception of barriers that might stop them being able to visit the countryside again:

☀ Young people chose from the following list of barriers

- Cost
- Lack of transport
- Fear that you won't fit in
- Fear of racism
- Don't know where to stay
- Other.....

☀ See appendix 4 for their responses

CONCLUSION

The **eX-factor project** findings backed up many of the findings of The Countryside Agency Diversity Review 2004-5 which investigated the views of 300 People from BME backgrounds and young people 14-20.

That research found that:

Young people were very negative about the way of life in the countryside and believed there was nothing for young people to do, since it lacked anything of interest or excitement for their age group.

People from BME backgrounds perceived benefits in relating to physical health, psychological health and well-being (getting away from the stresses and strains of everyday urban life, reconnecting with nature, finding inner peace and recreating with family and friends); personal identity (reminiscing about life 'back home' and establishing psychological continuity between their former and current self); and social inclusion and civic participation (meeting people from other social and cultural backgrounds, learning about English society, and feeling integrated, respected and empowered as ethnic minorities)

Factors restricting young people's use of the countryside were: negative perceptions of the countryside, peer pressure, and dependency on adults, lack of appropriate facilities, problems linked to transport and expense.

Young people identified benefits for their physical health (fresh air and engaging in sports and challenging physical activities); psychological health and emotional well-being (getting away from various social pressures – family, peer, school and work) – finding inner peace, and recreating with friends); personal identity (establishing psychological continuity between their childhood and early adulthood, exploring new identities, developing new skills)

For people from BME communities, factors limiting their use of their countryside included cost, problems linked to transport, a lack of knowledge of the English countryside and lack of 'cultural habit' of visiting. The fear of discrimination was a real issue, as well as different patterns of use and lack of culturally appropriate provisions.

The **eX-factor project** also tested and demonstrated through action research that following the Strategic recommendations of the Diversity Review (below) does bring successful results:

- ✿ The need to focus on spaces for people that encourage under-represented users, providing a range of experiences and appropriate on-site information

- ✿ The diversity of staff and volunteers needs to be enhanced as well as basic diversity awareness
- ✿ More support for access to outdoor learning is necessary, including facilitated escorted visits, well-advertised special events and long-term projects
- ✿ A greater diversity awareness in rural communities is required so that welcoming attitudes are promoted

If young people and groups can be facilitated and financially supported then this nature of project can contribute to attracting non-traditional beneficiaries of the countryside to visit, allowing them to get the optimum value out of their visits and individuals, organisations and society as a whole to reap the long term, knock-on benefits of these urban-rural connections.

The Diversity Review also stated that organisations argued that red tape currently inhibits the promotion of diversity and hinders attempts to put positive projects in place, with complaints about the emphasis on meeting funding requirements rather than encouraging local projects.

The **eX-factor project** team would like to emphasise what a rare freedom it was to be funded (by Defra Sustainable Development fund) to simply enable young people to experience the countryside with few other mitigating criteria attached. We were able to attract further funding from organisations who wanted to see for example the development of creativity or 'diversionary' activities for young people in danger of being involved in crime, but the length, breadth and depth of this project could not have been achieved without the simple recognition that initially at least, funding and support is required to open up opportunities and create options for the future – to broaden horizons.

Our action research project has shown the value for money that can be achieved through the use of public funds to enable people to access the countryside who may not normally do so and the huge range of benefits that are gained when people can step out of the normal environment that shapes them. It has also shown something that would probably come as a shock to much of the British public -- just how little opportunity and choice many people in our society have to do simply that.

I do think at this moment that young people would need support for it to happen, especially people of ethnic minorities, especially at the moment. No, it's not about ethnic minorities, it's about young people, the generation of young people, and how they're being brought up. And I think all young people need that opportunity. Again it's about choices – how do you know about something if you've never been? Do you know what I mean? It's about knowing the difference between the two, and Exmoor gave that opportunity. The kids are asking to go back. Judith Davies, Connexions inner city key-worker

BACKGROUND INFORMATION FOR PINKERY GROUPS

Some ideas of opportunities for exploring the great outdoors, material for courses you may be running, or info to educate the young people you are working with as you go along...

WHAT IS A NATIONAL PARK?

- ✿ 10 National Parks were set up in the 1950's to protect some of the UK's most beautiful and unique countryside from development. Nearly 20% of UK land is now built on so the National Parks provide a natural and unspoilt space for people and wildlife to enjoy.
- ✿ The parks are managed by the National Parks Authority for conservation, public recreation and economic sustainability. Most of the land is privately owned and farmed. People live and work in the parks and the public have free access to the land for recreation.
- ✿ 75% of the cost of running the Parks comes from the government and the rest is from the local councils within the park boundaries.

EXMOOR NATIONAL PARK

- ✿ Size – 693km²
- ✿ 1/3 in Devon and 2/3 in Somerset

CONSERVATION

- ✿ While the increase in tourism brings much needed income to local people this also brings problems.
- ✿ Increased traffic and walkers can cause erosion, disturb wildlife and trample sensitive plants.
- ✿ Litter can be harmful to wildlife and pollute water courses.
- ✿ Fires and bbq's can cause huge damage to heathland if they get out of control.
- ✿ Other problems in the park come from development and farming practices. The Park is working with local farmers to try and repair and restore habitats – regenerating hedgerows, wetlands and meadows. See the Sustainability pack for details of conservation work.

Please make sure all members of your group read and stick to the Countryside Code. Leaflets available at the Centre.

PLACES TO VISIT IN EXMOOR NATIONAL PARK

Sculpture trail – Webbers Post. Contact Mike Leach – head ranger at NPA 01398 323665. Can arrange carving demonstrations and practical sessions for groups.

Exmoor Ponies – meet the wild ponies – contact Moorland Mousie Project for supervised sessions with the ponies. Various locations near Pinkery –

Simonsbath near Sawmill and near Dulverton. Call Val Sharpe on 01398 323185

Dunkery Beacon – half hour stroll from car park to highest point on moor. Amazing views across Bristol channel and Exmoor. Good stop off on way back from Wimbleball Lake.

Tarr Steps – river and stone step bridge held in place only by the weight of the stones themselves. Like Stone Henge in a river! Beautiful walks with the chance of spotting otters, red deer, and leaping salmon. Car park next to river - good stop off from Wimbleball.

Birch Cleave – near Simonsbath – ancient oak forest. Good woodland walk near to Pinkery. Can see down the mine shaft – the scene of a grizzly murder story!

Ancient Burial Mounds – near Yarde Down at side of road.

Dunster – picturesque medieval market town with castle on the hill.

Lynmouth and Lynton – Victorian villages linked by cliff railway.

Funicular railway. Water powered vertical cliff railway which uses water and gravity to go up and down the steep cliff.

Boat trip 1 hour along coastline.

Glen Lyn Gorge has a hydro electric turbine that powers the village.

Rock Pooling on the beach at Lynmouth

Falconry 16 year old George Pile can visit Pinkery with his birds for displays of flying hawks and owls. Call 01643 831458 to arrange an evening visit.

Sawmill at Simonsbath. Water powered sawmill processing locally grown timber for use in the Park. NPA

Badger watching on Exmoor in a comfortable hide with lighting at night. Call 01398 351506 for details.

BIODIVERSITY

Biodiversity is the web of life. The delicate balance of relationships between plants, animals, insects, birds and the land is what keeps the Earth alive. Everything has a role to play and everything is valuable. Biodiversity is all around us, in the countryside, city parks, gardens and at the roadside – lots of different plants and creatures making up the whole ecosystem.

One in four mammal species, one in eight bird species and countless insect species now face extinction due to over-consumption, modern farming, pollution and development. This has happened in your grand-parents lifetime.

Biodiversity on Exmoor

The Park has a wide range of different habitats including woodland, moorland, river valleys, cliffs and coastline. This rich environment supports....

- ✿ 31 native mammals, including the red deer and Exmoor pony
- ✿ 243 different species of bird have been spotted
- ✿ more than 100 species of nesting birds
- ✿ over 1000 flowers and grasses
- ✿ at least 1,751 species of insects. These include 254 species of bugs, 80 different ants, bees and wasps, 262 beetles and over 1000 moths
- ✿ The rare High Brown Fritillary Butterfly has been spotted along with many other butterflies.

EXMOOR PONIES

These wild ponies are the nearest species we have left to the original European pony. They are now very rare with just over 1000 left in the world. They have been on the moor for longer than people. On Exmoor the decline in wild ponies has affected the whole environment. The ponies grazing kept gorse and bracken in check, allowing smaller plants to thrive, providing valuable habitat for insects, which in turn provide food for birds and small mammals. Without the ponies the landscape changed and many other species became endangered too. The Park and local conservation groups are working to rebuild habitats and help the ponies so that the natural balance of biodiversity can be restored.

RED DEER

The largest wild animal in the UK. The Red Deer has survived on Exmoor when almost all other herds have been eradicated by farmers trying to stop them damaging their crops or killed for their meat. There are now a few thousand living on Exmoor, sheltering in the woods for safety. Because they survived here conservation groups have been able to reintroduce them elsewhere in the UK.

DORMICE

The dormouse is an endangered species. While it has disappeared from most of the UK in Exmoor it is surviving. Local conservationists have been providing nesting boxes for the dormice. They are also breeding them to send out to repopulate other areas of the UK. This has helped stop the extinction of a much-loved species of British wildlife.

OTTERS

Otters are dog-sized furry mammals that live alongside river banks, swimming and eating fish and small mammals. A few years ago they were almost extinct with only a few left in Cornwall and Scotland. Pollution from farming chemicals and industry nearly wiped them out. These days Otters are returning to many parts of the UK and many have been spotted in Exmoor. This is good news for otters and also a good indication that the rivers are getting cleaner.

BOG PLANTS

Over the years natural bogs have been destroyed due to drainage on farmland. These now rare environments are home to many rare bog plants. The Park is working to restore the bogs which are also good for absorbing excess water and preventing flash floods like the one that destroyed Lynmouth in 1952.

To conserve wildlife you need to look at the whole ecosystem the plants, trees, birds, animals and insects and the relationships between them. Maintaining a natural balance is the way to encourage all species to thrive.

Sustainability on Exmoor

With climate change becoming a reality the need to live sustainably is more important than ever. Finding clean and renewable ways to produce electricity, conserving water and using natural resources responsibly are all parts of ensuring a sustainable future.

There are a number of sustainable projects in and around Exmoor. In such a large expanse of natural environment there are lots of renewable resources available.

Lynmouth's electricity is generated by a hydro-electric generator. The power of the river which flooded the village in 1952 has been harnessed to produce a clean, green energy supply for local houses. You can visit the 'Power of Water' exhibition in the village.

The Simonsbath Sawmill uses water power to saw the locally grown timber used for the parks fencing, stiles and bridges.

Many local farmers are working with the National Parks Authority and the Countryside Stewardship scheme to restore valuable wildlife habitats like hedgerows, peat bogs and forests.

The Pinkery Centre is an accredited Eco-centre. It generates all its electricity from solar panels and a wind turbine. All its water comes directly from a natural spring. All the kitchen waste is composted and rubbish recycled. Sewage is collected in an underground tank. You can live sustainably while you are here!

COMPOSTING

THERE'S NO SUCH PLACE AS 'AWAY'....every bit of rubbish you throw 'away' goes somewhere. Every UK family produces more than a ton of waste every year.

At least half of all our household waste can be composted in the garden.
At Pinkery all the raw kitchen waste is composted on site.

WHAT YOU CAN COMPOST	WHAT YOU CAN'T COMPOST
Fruit and veg peelings Shredded paper or card Garden clippings Grass cuttings Floor sweepings Hair and nail clippings Pet bedding Egg boxes Cotton cloth Sawdust	Glass Metal Plastic Meat Chemicals Man made materials

You can compost cooked food too in a wormery which is a closed bin containing lots of worms. It's a bit more tricky as you have to get a special bin and be careful how much you feed the worms at a time.

- ✿ COMPOST MAKES WASTE MATERIAL INTO FOOD FOR PLANTS.
- ✿ BY MAKING COMPOST YOU REDUCE LANDFILL AND CREATE FERTILITY IN THE GARDEN.
- ✿ COMPOST FEEDS WORMS - VITAL FOR HEALTHY SOIL AND PLANTS.... AND THEY PROVIDE A TASTY SNACK FOR BIRDS, MOLES AND OTHER ANIMALS.

Help environmental sustainability – for your children

-- 20 Top tips

1. Don't get a plastic bag in every shop – put stuff straight into your own bag or pocket or take an old plastic bag with you.
2. Re-use. Repair. Rethink! Make as many uses of everything as you can think of before you throw them away.
3. Recycle. Use your black box and separate your rubbish so it can be recycled and used again. Buy recycled products.
4. Use your bike or walk to school – get fit and use less petrol. In Denmark 60% of kids walk to school –in the UK its 1%
5. Grow food in your garden – fruit, herbs and salads are easy to grow in your garden or even a window box.
6. Compost vegetable and fruit peelings – get a compost bin for your garden.
7. Plant a tree – by the time you're 50 it will be as tall as a house.
8. Buy local food from local shops – crisps made in Devon, apple juice from Gloucestershire, cheese from Somerset, cereals from Dorset,
9. Only fill the kettle with as much water as you need to save electricity.
10. Switch off lights, tv or computer when you leave the room.
11. Buy from companies that don't exploit child labour or trash the environment. Get on the internet to find out where your money really goes.
12. Buy Fairtrade chocolate, fruit and snacks so that the workers who produce them can afford to eat too.
13. Avoid buying cut flowers – they are grown using lots of dodgy chemicals and flown half way round the world.
14. Ask the take-away to serve your food in cardboard rather than polystyrene containers.
15. Never drop litter - in the countryside it harms wildlife and in the city it attracts rats and, in both places.....it's revolting!!
16. Volunteer – help plant trees, build a garden or clean up your local area and make your world a better place to live in.
17. Keep your mobile. Mining for the minerals used in new mobiles and play-stations is causing wars and massive environmental damage in West Africa.
18. Learn about and respect trees and plants – they're making clean air for you to breathe!
19. Save water – turn the tap on and off when you cleaning your teeth, have a shower instead of a bath.
20. If its over-packaged – don't buy it!

Exmoor National Park

Landscape and environment

Compared with the other National Parks, Exmoor is small and quiet. For its size it is one of the least spoilt parts of England and Wales and has many distinctive features. Such features include its wild red deer and ponies; local breeds of farm animals and crop varieties; high, wild and remote coastline; open moors and heaths; smoothly convex hillsides; ancient oak woodland; beech hedgebanks; long continuity of settlement; distinctive buildings and archaeological features; rare species.

Conservation

- ✱ Exmoor National Park has approximately 1000 kilometres of paths and walking, riding or cycling are popular activities enjoyed by many. Therefore path erosion is inevitable, particularly on the most popular routes. In some places, this erosion is beginning to scar the landscape, affecting the habitats and our enjoyment of the moor. The Exmoor Paths Partnership is an innovative environmental scheme dedicated to reversing the effects of path erosion within Exmoor National Park.
<http://www.exmoor-nationalpark.gov.uk/Projects/EPP/epp.htm#Introduction>
- ✱ Doormouse breeding project - http://www.exmoor-nationalpark.gov.uk/Projects/Sustainable_DevFund/Jan%2004%20Newsletter.pdf
- ✱ Community woodland at CARE village, Blackerton http://www.exmoor-nationalpark.gov.uk/Projects/Sustainable_DevFund/Jan%2004%20Newsletter.pdf

Local expertise and people involved.

Education resources on ENPA website.

Filex 1 - History and Origins of National Parks. Includes historical timeline of political changes and development of NPA. <http://www.exmoor-nationalpark.gov.uk/Publications/ENPA-Filex/filex-1.htm>

Filex 2 - Exmoor National Park. Includes geology, soils, farming type. History of settlements, climate change, ownership and land use from 8000bc – including Neolithic, Bronze Age, Iron Age Celts, Romans, Saxons, Royal hunting, enclosure, aristocratic ownership and eventual NP status. Details of management and committee. <http://www.exmoor-nationalpark.gov.uk/Publications/ENPA-Filex/filex-2.htm>

Filex 3 – Physical features of Exmoor. Describes physical geography of Exmoor including highest peaks, towns, coastline and moorland. Details of decline of agriculture and rural economy and demographic shifts – older population due to unemployment and retired incomers. Loss of local shops etc. Also lists figures on heights, distances, population, river and coast lengths.

<http://www.exmoor-nationalpark.gov.uk/Publications/ENPA-Filex/filex-3.htm>

Filex 4 – Geology of Exmoor. Explains Earth Science of area including formation of rocks and landscape, fossils, layers of rock, movement of plates to squeeze land upwards, erosion and evidence of different extreme climates from under the sea, desert, ice-cover and melt. Mining history – iron ore, lead, zinc, antimony, manganese, silver lode and small amounts of gold.

<http://www.exmoor-nationalpark.gov.uk/Publications/ENPA-Filex/filex-4.htm>

Filex 5 – History of Exmoor. Landscape changes due to human activity – deforestation, grazing, building, roads, standing stones, etc. Archaeological evidence of Mesolithic nomads, Neolithic farmers, Bronze age burial rituals and stone circles. Iron Age forts, Roman signal station (looking out for invading barbarians, Saxon settlements – and Viking invasions, Norman King who declared Exmoor the ‘Royal Forest’ kicked out local farmers and used it for hunting. Churches and manors like Dunster, civil war and Restoration – fights between land-owner and farmers, Enclosure - common grazing land becomes private farming property, mining, fishing, agricultural lime kilns, waterwheels. Filex 5 includes list of sites to visit – all visits must be pre-arranged with ENPA <http://www.exmoor-nationalpark.gov.uk/Publications/ENPA-Filex/filex-5.htm>

Filex 6 Water on Exmoor. Includes weather and rainfall – lots, rivers and coastal fishing, environment agency and ‘water at work’ from waterwheel powered mills and cider presses to modern hydro-electric plant. 1952 flood at Lyn with 34 deaths and damage to the town and surrounding area. Erosion, pollution, coastal erosion, springs and reservoirs. <http://www.exmoor-nationalpark.gov.uk/Publications/ENPA-Filex/filex-6.htm>

Filex 7 – Farming on Exmoor. Details of hill farming – mainly sheep and beef with some dairy,, rare breeds, fish and deer farming. Recent diversification into tourism. Hardy breeds and moorland markets. Environmental damage of farming, new measures and stewardship agreements to encourage conservation. Diary of a shepherd’s year explains how sheep are kept. <http://www.exmoor-nationalpark.gov.uk/Publications/ENPA-Filex/filex-7.htm>

Filex 8 - Wildlife on Exmoor. Details of biodiversity including insects, birds and mammals. Habitat details including moorland, woodland, coast, rivers and streams, farms and villages. Red deer and distinctive Exmoor ponies. Conservation concerns and reasons for loss of biodiversity. <http://www.exmoor-nationalpark.gov.uk/Publications/ENPA-Filex/filex-8.htm>

Filex 9 – Recreation on Exmoor. Details the reasons for visiting Exmoor – scenery, peace and quiet, walking, outdoor activities, water-sports. Problems of visitors – traffic, erosion of paths, litter, open gates, uncontrolled dogs etc. NPA’s role in conserving area. <http://www.exmoor-nationalpark.gov.uk/Publications/ENPA-Filex/filex-9.htm>

Filex 10 Tourism on Exmoor. Breakdown of tourist figures – number of visitors and money spent in the area, top visitor attractions, tourism job numbers, crime figures etc. Also gives guidelines for ‘green tourists’ – of how to visit the area responsibly. <http://www.exmoor-nationalpark.gov.uk/Publications/ENPA-Filex/filex-10.htm>

The Park Authority committee may have archives, personal knowledge or links to groups with heritage or environment information.

The Park Authority Committee consists of 26 members. 14 are district or county councillors and 12 are appointed by the Secretary of State for the Environment. These latter 12 are made up of 5 parish councillors plus 7 people with special skills and knowledge relating to the park's management representing the national interest.

Contact list on website http://www.exmoor-nationalpark.gov.uk/About_Us/EnpaMembersList.asp

Discussion and advice are the main tools the National Park Authority has to carry out its work. The diversity of our work means that we are in contact with many other parts of local and national government, agencies and other relevant organisations. Expertise within the Authority can be drawn upon to help residents with subjects as diverse as:

- ✿ **Heritage:** you may need advice on how to proceed with the care of an archaeological site or structure, these may include industrial archaeology or buildings of special interest.
- ✿ **Wildlife:** the Authority's specialist staff can offer advice on the conservation and management of woodland and landscape to enhance wildlife habitats and the status of species.
- ✿ **Tourism:** Developing sustainable tourism, providing information about the special qualities of Exmoor. Encouraging tourism initiatives to promote a thriving economy.
- ✿ **Education:** the Authority has a full-time education officer who is able to advise and assist with environmental education both in school and on field visits. We also publish a wide range of educational material to support the National Curriculum.
- ✿ **Maps:** we hold detailed and extensive maps of Exmoor and will be pleased to help with information about rights of way, bridleways etc.
- ✿ **Archives:** our library has many books about Exmoor, past and present, that can be inspected at our offices, plus many of our staff know the area well and may be able to help you.
- ✿ **Visitor Centres:** we have five centres throughout the park and they are there to help local people as well as visitors. Knowledgeable staff are on hand to offer advice if you are visiting Exmoor or have visitors to stay and need some ideas for days out.
- ✿ **Local Information Points:** are also designed to help residents and visitors alike, with access to data and leaflets on a wide range of subjects. There are 11 within the national park.

Heritage projects

Signpost project – research into history of signposts – through study of local dialects, maps, landmarks and heritage. <http://www.exmoor-nationalpark.gov.uk/Projects/ExmoorsSignposts/Signposts.htm>

Placenames and their origins are a fascinating subject. Before the age of maps and signposts people relied upon recognition of features in the landscape to make their way through the countryside, so important points and intersections along routes needed to be specified in ways which helped travellers. The names they were given can tell us how past communities saw their surroundings and used the topography or associated legends to identify significant places.

Many places took their names from nearby physical features - a tree, a distinctively shaped hill or valley, or an ancient monument - which would be easily recognised by anyone. In England these are often derived from earlier forms of the English language and have, through time, assumed more modern spellings, often moving away from the original meaning. Other names may derive from people or events associated with the location. There are many entertaining tales which have grown through the years to explain such names.

Sustainability themes

Renewable energy projects in Exmoor –

- ✿ Pinkery turbine and solar
- ✿ Lynton to Lynmouth Cliff railway – like CAT water weighted system
- ✿ Simonsbath Sawmill – water powered sawmill. Weir on the river Barle.
- ✿ UK's first tidal energy station installed off Lymouth coast 2003? Any info?
- ✿ South West Wood Fuels – sustainable wood fired heating market.

Pinkery Residentials 2005 Imayla Monitoring & Evaluation

So that Imayla can continue to organise these kinds of events we need to ask you for some information about yourself and your previous experience. Thank you for the time you have taken to fill this form in.

Age:

Gender: ☒ M ☐ F

Postcode:

Cultural roots / Ethnic background

Black European UK
African
Caribbean
Indian
Bangladeshi
Pakistani
Other (<i>please specify</i>)
White European UK
European Other
Dual Heritage

Have you ever been to the countryside before? Yes No

If yes, did you go with:

Friends
Family
School
Youth Group

If yes, how many times have you been?

Have you ever stayed for a week or more?

If no, why do you think that is?

What did you enjoy most on this residential? Please score each one with 1 – 5
(1 = really enjoyable and 5 = not very enjoyable).

Doing the course:
Doing the afternoon activities:
Being with other young people
Being in the countryside
Doing new things and meeting new people

What did you like about being in the countryside?

Would you like to visit the countryside again? Y N

If No, why not?

If Yes, what might stop you being able to?

- Cost?
- Lack of transport
- Fear that you won't fit in
- Fear of racism?
- Don't know where to stay?
- Other.....

What was the best thing about the course?

What was your worst thing about your course?

What is the big difference between learning something on a residential, away from home, compared to doing it in the city?

What was the best thing about the whole week?

What was the worst thing about the whole week?

What would you change about the food?

What would you most like to do on a residential?

If you were running the residential, what would you change?

Would you like to have a permanent place to go to where you can do courses like this with activities– i.e. somewhere that would feel like home because you can go back time after time?

Responses to Written Evaluation Questions

What did you like about the countryside?

The animals and green fields
 Having fun in the green fields
 Mark falling in the river
 I liked it because I had never done it before
 Being away from city life
 It's quiet x3
 No homes
 Not loads of noise
 Nothing
 Peace and quiet
 Quad biking
 Lots of space
 Nice no traffic
 Being away from the city
 Views
 All the animals
 The animals, driving around on countryside roads
 Feel free
 Meeting people
 Space/openness/togetherness
 The space and it's a different background to where I live. Its nice to cool out for a while
 Makes me feel free x2
 Its quiet, its different from the chaos of the city, its peaceful and nice looking
 Fresh air x3
 We can make loads of noise
 Da peace x2
 It was peaceful, making lots of noise
 Space
 Natural
 It's not so noisy you can feel free
 The space, the beautiful scenery, the tranquil atmosphere it makes it easier to become inspired in your work, because of where we are
 Fresh air, the shades of green, feeling open, stress free. The fact that it was the country was enough for me to relax and chill out a bit
 Relaxed, the scenery is nice
 Peaceful

What was the best thing about your Survival/Film/Music/Dance course?

Making the track
 Quads, water sports
 Survival – cooking on the fire and creating fire by friction
 Quad biking x3
 Water sports
 Camping outside in the countryside and seeing the countryside
 The staff
 Listening to others
 The fire – cooking food on the fire
 The whole of the course
 Working with Laila, Colin and Jack. The final dance piece, making a cd and dancing kept me fit
 Being able to make up your own things as well as learning from the teacher
 The people/equipment
 Because I go to Filton College doing singing it taught me loads more
 Learning about composing music
 Helped me keep fit. It was everyday, it was good to follow the improvements daily. Friendly and fun
 Cooking bread and marshmallows on the open fire
 Performing the piece and the end result of Charmaine's song
 Sleeping outside
 You can sing on cd
 Sleeping in the woods
 Playing manhunt with the torches
 Being able to complete the dance and learning new skills that I didn't know before
 The final products
 Everything x2
 Being able to use a different frame of mind, thinking more about the lyrics, writing a song, making a beat and recording a song also listening to music all week
 Learning dance moves
 Meeting new people and having fun
 The achievement at the end
 Making tracks and learning more
 Meeting people with similar interests, learning new skills. The advanced technical equipment was really great to use, we couldn't use things like that at home
 All of it
 Learning new stuff x2

What was the worst thing about your Survival/Film/Music/Dance course?

Being with people a lot younger than me, and very different. (aged 17)
 Could not get to sleep
 Early morning sessions could be better later
 Lack of variety of food
 Foolishness
 The long hike
 Some of the people just not appreciating the depth of the course or the freedom of the environment

It was all good
Walking to the survival place x 6
Going and coming back from survival
Weather
Bites from the gnats
The food
Getting up early in the morning and starting the dancing
Getting up early x7
Having to be punctual
Da time we have to go bed
Nothing x4
The food
Time handling – not always enough, which made people rush

What is the difference between learning something on a residential, away from home, compared to doing it in the city?

Your mind is free
You get into it a bit more I think
No distractions
That there are no distractions. So it stays in your mind and you always remember what you are doing
Feel more for the course
It's better in the countryside
No traffic
Better away from Bristol
Don't know
More independent in learning
Just can't go home and quit
Not much
It's impulsive and you don't have to walk miles
More space
Being away from home means people come to each class rather than in the city having to come from home missing some classes because people can't be bothered
The quiet, loads of cows and sheep poo
People are more likely to have a higher guard in the city.
We'll properly go home after and everything will feel different
You do it in a different environment and with different people
It's quiet and you can't talk to people other than who goes with you!!!
I learn more because in the city I get bored so I can go and do other things. In the country there's not much to do or you got to travel far to do things
Having to rely on yourself for food, water and fire
I liked the relaxed environment we were in compared to a classroom
Being more focussed
You have no choice but to learn
I take things for granted when I'm at home (went on Survival)
Being in a different environment, feeling free and more relaxed
More space
Being with people you don't know and compromising with them

It's more relaxed on a residential
It frees up ur mind, a different environment
Don't know
Getting away from your usual surroundings allows you to open and broaden
ur mind. You can become inspired and stimulated in a new way. It is also nice
to get away from the noisy, smelly, dirty city and come to such a beautiful
place

What was the best thing about the whole week?

The survival course
Helping people and views about others
Recording the song that meant a lot to me. I'm coming back to the Pinkery
centre
That I was with friends instead of causing arguments at home between my
parents and my sister
All of it
Singing
Going on missions and music, making track and QUADBIKING!
I really enjoyed the rock climbing
Meeting new people and learning new things in both dance and music
The relaxed feeling of everything and the trying new things
Doing something I aint done before
Going to the beach
Something to do most of the time
Meeting new people x6
Horse riding and every night we sat by the fire
Getting to know different people and getting on as a group, and being able to
do team work
Canoeing
I finished my track & quad biking
Food and people
Sailing x2
Doing the tracks x2
Quad biking x8
Meeting new faces x3
We got to write, record and produce and edit our own work -- that was so fun
and interesting. I also like the fact that we take the time to get away from the
house once a day on a day trip.

What was the worse thing about the whole week?

Missing family and friends and boyfriend and dog
Not going quad biking
The choice of food on survival
I did miss my Mum and Dad (aged 13)
Missing people from home
The distance travelled to camp
A few fights and bedtime

Being cold
Poo everywhere x15
The food x2
Flies
Lunch was the same thing all the time
Heat rash
Bedtimes x8
Sailing
Getting up in the morning
Getting agro
Nothing

What would you change about the food?

Have Fish
Better veggie food
More food x3
Get a different bloody cook
Really good
Have more of a choice of vegetarian food
Nothing apart from I wish we had apple pie
More chocolate, crisps, sweets and fizzy drinks
More spicier food
More choice x4
Was nice and there was a good range of things
THE CHEF
Eating different food at lunch and dinner time
Have a menu
Less vegetables
It was fine
Nothing x8
Nothing it was fantastic

What would you most like to do on a residential?

Quad biking – getting dirty x2
Mountain biking, fishing and more football
Scrambling, quad biking, climbing
More activities
Get away from home
Activities
More fags and more shops around
Anything fun (quads)
The same activities as this residential and a lot more ie go-karting
Similar to this one
Music, drums, dance, survival
Quad bikes
Go out and meet new people
More parties (discos)

Dirt biking/scramblers
 Have fun and do lots of activities
 Rock climbing
 Lots of activities- a change from normal life, lots of choice and dance, singing
 Surfing
 More fags and money
 Sing sing sing- listen to music, try abseiling, kayaking and things I haven't tried
 Stay up later than 11
 Horse ride
 Nothing
 Enjoy myself
 Quad biking when you want
 Dance and horse riding
 Anything
 Experience with new props and equipment. Work with enthusiastic, talented teachers and students and have fun
 Different sleeping hours, more food and more sports
 Meet new people

If you were running the residential what would you change?

Let kids make our dens out of wood, branches and leaves
 More variety of food, more extreme activities e.g. hand gliding
 Put even more healthier foods on the table
 More activities, longer week
 The cooks and some of the rules
 Some of the times of things, so we get the best part of the day to do a certain thing
 More different food, change bed time
 Showers in every room
 The camera wouldn't have gone missing (15) (NB it had been thought stolen but left on bus!)
 Stop people going into each others rooms at night
 Management/structure
 Mornings sessions start at 10
 Freedom of bedtime
 The facilities
 The distance
 Stay up later
 Early mornings /nights x4
 The bedtimes – let people go to bed when their tired
 A little more structure to the evenings, party's, socials, open mike, etc. a strict bedtime rule with punishment for breaking it
 The length of time we stay should be longer
 More food
 The food
 Breakfast later
 Nothing x4

The weather
There should be more food of the same quality as this food
Transport to survival
Schedule of activity better. Not survival on last day and chill out on last night



Reports from organisations participating:

Report from Connexions Workers

“The young people all got fully involved with the survival activities: they enjoyed making the “bivvy” and sleeping out for the night; making fire and even the walk, which was particularly hard. One young person was so determined to complete the walk even though he had hurt his ankle. He went back to base that evening and at the end of the week returned to camp out with the second group to complete the task.

“Again all the young people participated in all the activities including the wildlife elements of seeing the “Bird Boy” with all his wonderful birds, and were given the opportunity to ask question which they did. It was very informative seeing the Exmoor ponies and learning how they are protected by the national park and understanding their history. They also enjoyed the sailing, quad biking and mountain biking.

“It was wonderful to watch the improving health and fitness of the young people by doing the trek to the campsite there and back. Also there was a visible effect on self-esteem and motivation, and development of personal and social skills. The Pinkery experience was something that the young people will never forget and on the last day they were hugging and crying with each other, as they just didn’t want to leave.

The Adventure Playgrounds

“We all had a great time, so thanks for all your help. It was great to be out in the middle of nowhere, fresh air, open space. The activities went down really well on site, mountain biking, orienteering, and the assault course and problem solving. They were easy to set up and get the kids motivated. We also had the bird boy come one evening. He was brilliant and we were all fascinated. “Is an eagle faster than a cheetah? Is an eagle faster than a Ferrari? Is it faster than an ostrich!” It’s a wonderful facility, and location. We would go again, but we were stretched with money so the cost would be a limitation.” Gary Thomas, Group Co-ordinator



The Remits of SDF funding that we addressed

- 1. Use local skills, materials, produce & creativity to help maintain distinctive local character** – By employing local youth workers, drivers, trainers, instructors; purchasing local food
- 2. Create opportunities for using renewable energy** (eg solar, wind or water power) The project was based at an Eco-Centre and fuelled by wind- and sun-generated power supplied by Pinkery's wind-turbine and photovoltaic roof tiles.
- 3. Help to reduce, re-use or recycle waste, or use recycled products** All cans, bottles, plastics & paper used were recycled; raw food was composted
- 4. Promote opportunities for people to enjoy Exmoor, for example through education, art, culture and heritage** The programme provided recreation, outdoor activities, artistic activities, cultural exchange, environmental and heritage education
- 5. Encourage healthy exercise and diets** We sourced local food according to 'foodlinks' principles, all fresh food was organic and locally produced; we employed healthy-eating cooks and provided a huge range of physical activities.
- 6. Offer new opportunities for learning about Exmoor** Through survival courses on the moors, environmental education, guided walks, horse- and mountain-bike rides, trips to historical sites, visits to the Moorland Mousie Trust (Exmoor ponies charity); falconry displays
- 7. Work in partnership with communities/groups in other areas** Built new and developed existing urban rural partnerships in urban Bristol and rural Exmoor and Wiveliscombe -- across community and youth groups and across funding bodies
- 8. Encourage involvement of people who would not normally have the opportunity to enjoy or learn about Exmoor** Black and minority ethnic/other disadvantaged groups from Bristol were our target participants
- 9. Encourage the involvement of young people from planning to doing** Young people were involved in the design of the programme of activities to reflect their needs and interests & some were employed as volunteers and peer mentors within the residential programme
- 10. Provide training and learning opportunities that support the needs of the local workforce** Opportunities for teachers, trainers, instructors, play and youth workers, cooks, drivers etc from the local area; learning & professional development opportunities for Exmoor National Park staff

- 11. Offer new opportunities for voluntary participation** Provided volunteer placements for young people & local people.
- 12. Use local goods and services wherever possible** All fresh food was purchased directly from local producers (through Exmoor and Quantocks Local Food Limited) fresh produce from Challacombe Post Office; minibuses were hired locally, local activity centres (water sports, riding etc) were used. "60% of the £36,000 budget for this project was spent in the local Exmoor area -- supporting local food producers, shops, activity and transport providers"
- 13. Increase awareness and understanding of sustainable development** Interpretation notices throughout the centre for groups to understand their relationship with the local environment, the countryside and the planet
- 14. Encourage wide participation in planning & decision making** Phase 1 of this application invited participation in the project from local councils, voluntary sector organisations, direct users, funders and activity providers. Phase 2 allowed all users of the residential programme to plan course and activity programmes to suit their needs.
- 15. Have a long term view taking into account the needs of future generations as well as our own** This project was primarily focussed on providing educational opportunities and new experiences to urban based young people, and a core element within that work was to give people a confidence in going to the countryside that is passed on to future generations, as well as an understanding of sustainability issues.

Publicity gained

- ✿ Defra Press Release
- ✿ Western Morning News – Full page
- ✿ Tiverton Gazette
- ✿ Somerset County Gazette
- ✿ Exmoor Visitor 2006-7
- ✿ North Devon Journal

Long term effects and developments

- ✿ Participants (both young and adult) inspired to plan to make repeat visits to Pinkery, other venues and Exmoor in general
- ✿ Possibility of ENPA Sustainable Development Fund supporting more residentials in 06
- ✿ Broad and positive word of mouth promotion of Pinkery to other groups who did not participate
- ✿ Immense publicity of the area via our networks
- ✿ An invaluable blueprint created as to how to attract, inspire, and sustain groups who do not normally visit the area

- Long term relationships established between a huge variety of organisations and individuals



GETTING OUT THERE

REPORT ON CONSULTATION WITH BRISTOL ORGANISATIONS ON THE VALUE OF TAKING GROUPS AWAY & PARTNERSHIP OPPORTUNITIES

IMAYLA, SUMMER 2002

The eX-factor project was designed in response to direct consultation with potential user groups but also in light of a consultation Imayla conducted in 2002 at Nettlecombe Court, Exmoor with representatives of 20 BME-led organisations in Bristol. It is interesting now to look at those findings and see **a)** how the eX-factor Project used those ingredients and proved their value in creating a successful residential programme and **b)** how closely the young people and workers who went to Pinkery reflected in their feedback the same list of values of 'getting out there' on residential that were stressed at Nettlecombe.

Value of residentials, camps, trips – summary points from consultation

- Improves the quality of social, environmental and community aspects of people's lives
- Provides often only chance for a change in outlook for people living at a disadvantage
- New experiences – see things in the countryside that they don't see in the city
- Often first taste of countryside
- Confidence building
- Horizon broadening
- Character expanding
- Skill building
- Capacity building
- Chance of a holiday and thus feeling included in mainstream society
- Chance to give advice, guidance and support to young people
- Safer than being on the street
- Cultural and racial mixing

- ✿ Different perspectives
- ✿ kids gel together as a group when they are isolated
- ✿ can bring very different people together under a common interest
- ✿ excellent team work opportunities
- ✿ space to explore and express self and to imagine
- ✿ gives the space, change of scenery and distance to reflect & work on issues
- ✿ chance to be creative and express selves in different environment
- ✿ facilitates healing
- ✿ builds bridges between different ethnic communities and individuals
- ✿ opportunity to learn self-help skills
- ✿ just to be away from home in the country, that's when you really get to know people and find out who's who
- ✿ going away really gets them to bond and show their true colours rather than this false identity that they pin on themselves
- ✿ they hold on because at the end of the day they've only got each other
- ✿ that bond lasts for a long time. Even the rivalries that existed on the camp or wherever, when they're back in town they look out for each other. They've got that link
- ✿ you were excited because you were going to meet new girls – that was always there
- ✿ I think like most people who went away it was always something special that you always enjoyed and remembered forever
- ✿ we had an Irish boy playing a black woman in a performance – for me that was breaking down so much. If he was in his own environment, he wouldn't have felt comfortable to do that
- ✿ they're away from the normal pressures of their everyday environment where you are pigeon-holed. You're this type of child, you're that type of child
- ✿ you go out into the country and you can be who you want to be
- ✿ this is their time
- ✿ They can learn in a different way
- ✿ learning through play is so important – at any age
- ✿ They behave so differently. Teachers will always say "I didn't know he'd be like this, look at him!"
- ✿ It's great...seeing these kids showing their good sides
- ✿ Just the freedom to have a fire
- ✿ Being in a non-regimented environment so that you can actually discover your own society
- ✿ the creativity that comes out of kids where you would never have expected it
- ✿ They've got so much to show us, the kids
- ✿ normally they're just not allowed to go out, or there's no place for them to go out
- ✿ normally there's no time for adults to go 'that's great.'
- ✿ Normally if someone lights a fire, it's complete panic. All they want to do is sit round it and poke sticks in for three hours. But otherwise they're sitting on the corner of the street planning stuff!
- ✿ the sounds and the smells – not hearing noise, you've got time to think

- teenagers say one of their strongest memories of Exmouth camp was when they were asked to sit in a wood for ten minutes completely on their own and just listen
- At home they are getting on someone's nerves. Out here they can make noise and you don't have to tell them to shut up
- There is a kind of control taken off – you're allowed to think, you're allowed to express yourself
- you've got space. You can see a long way away. It's not like in town, where there's always something that blocks your view
- I think it's good for children to be put in scary situations, as long as there is someone there to support it
- It's good for them to push past this barrier – feel the fear!
- You think in a different way and it's good to deal with it.
- when a kid goes through fear of the darkness and then wants to go out and look at the stars and make a fire -- that is distance travelled
- as life becomes more and more stressed and complex for young people with each generation, they need the simplicity involved with being out of the city.
- They need natural experiences
- getting out into the countryside is essential to their development as full human beings – physically, psychologically and emotionally
- being able to run as far and as fast as you wanted to. And scream at the same time. You get clobbered for doing that in the town
- Somali young men who were going off to pray on camp let others join them to see what they were doing and explain to them what was going on. The other young people then really understood and accepted what they were doing
- although they were from many different cultural backgrounds they bonded together really well because they were all sharing a special experience together
- They had freedom to go out around the centre on their own, down to the little river, even at night with a torch. You could hear them screaming in the woods and they loved it
- The older kids learn to share out duties and responsibilities and learn a lot of good skills and teamwork
- the value of bringing the arts into these sorts of trips – giving people the chance to express themselves and gain confidence. City kids will always relate to music
- Music and the arts is where different cultures can meet. It will be a good cross-over point for urban and rural people
- Because what is hard on residential is that we often have to keep our kids not "disturbing the neighbours", we need an Imayla farm that understands these problems
- The importance of having a break from your family – some kids have a lot of responsibility looking after siblings
- The importance of having a positive experience with the family. Kids can go off and do things together and Mums can go off and do something else.
- A lot of families can't even afford to all go away on holiday so need subsidised educational family holidays

- ✿ West Indians are not great in bad weather. We're very hard to motivate. But once I did it I realised it was not quite as bad as what I thought and I've never stopped since. And I realise the benefit of it for young people.
- ✿ being in the countryside, being a lot less busy, being together with people of different cultures and learning about their ways of life is much easier to do in the countryside in that space, without the bustle and stress of the city getting in the way of life
- ✿ It was easier to make bonds with people and develop communities within that space
- ✿ have a chance to re-evaluate what is going on in their lives
- ✿ When you are learning new things it is much better in the countryside where you are more balanced and grounded
- ✿ it is very important for young people in an urban environment to get out to places like this and let their imaginations expand and explore
- ✿ it can be the first step towards something even further -- to go abroad and do all those normal things that other people seem to be doing all the time. To get a passport is like passing your driving test. Suddenly you feel things are possible
- ✿ I see outdoor education as the way forward for mainstream schooling that I think is failing a lot of kids especially in the inner cities at the moment.
- ✿ helping to work towards building a better curriculum, or away from a curriculum that doesn't cater for individuals.
- ✿ This is the best classroom in the world for not just traditional educational development but social skills, group working and all those sorts of things.
- ✿ A lot of the people who come to Exmoor are middle aged people who come to walk. I think it is wonderful that young people should want to come to Exmoor
- ✿ opportunities to come together in that communal sort of way. That communality. If you take a group of kids and you go to a campsite you might be surrounded by two-parent, two-children families who have their little tele and they actually want you to shut up. And you've taken 25 young kids and they think it's the holiday of their year and they're going for it. And you feel 'I wish I hadn't brought them here'
- ✿ the naughtiest girl on one camp saw this calf being born and that was it, she wanted to be a farmer. She felt that she had a special connection with this cow. And we thought they would be really bored just looking round cowsheds
- ✿ providing a home from home with guidance in how to follow things up when back home in the city. There are so many residential that are one-off experiences and nothing is followed up

Ingredients of a good residential/camp/trip – summary points from consultation

- ✿ some of the team know each other already and that the staff know them
- ✿ participatory rather than competitive activities

- you need to have options – to cater for individual preferences and to have a mixture of outdoor activities with art/music etc .
- chance to do things on their own as well as in groups
- staff all need to know they have the same amount of work
- perseverance over time gets over rifts between groups
- respect for the ground rules ideally that they have made themselves
- being honest with them and letting them know you are human. Kids know if you're being patronising or you don't mean it.
- be respectful to kids in whatever you're doing
- need for a good team of youth workers with the right health and safety knowledge and experience
- kids need the safety net provided by good workers and boundaries so they can experience all those new things but know in the back of their heads that they are safe
- provide some things that the kids know or feel at home with, that they know how to manipulate, so there is a bit of their world there too. It is then easier to break barriers down
- a place where they feel comfortable if they are from an ethnic minority. Understanding of fear amongst some groups of prejudice and rejection.
- A safe environment where they are accepted for who they are
- listen to people's views and what they want. Let them direct the things that we do. Always consult rather than think you know what people want to do.
- If you consult children about what sort of punishments you should give, they give themselves much worse punishments than you would think of
- Easier to go away with some young people who have experience of the rules, boundaries etc so there is a peer group pressure to watch the boundaries
- staff of colour
- because many people don't understand the behaviour of our black young people we've got to be very careful and make sure that they understand us and that we understand them
- To have more black instructors would be great – to be good role models -- and that would have a knock-on effect
- Opportunities for the whole family. Everyone gets a holiday together but from each other too. Kids can go off and do things together and Mums can go off and do something else
- make camping easy and luxurious because it's the only way to get five people on holiday cheaply. You can even be happy in bad weather with big marquees and lots of people and activities
- a simple opportunity like karaoke can bring local people and visitors together
- Somewhere where their music wouldn't be a problem. We always have to say to our kids that they can't put their music on or they have to put it on very low – and so we get into conflict with them
- Being able to run up and down and make as much noise as they like
- It's just a question of having a choice and catering to all needs
- It's about not having everything homogenized. Not everyone wants the same thing. Different cultural groups want to do different things
- Chance to get one to one support and guidance

- Staff have knowledge and understanding of working with inner city young people
- Good mix of activities – outdoor activities mixed with things they know
- Affordable
- Culturally specific food