

To Measure or Not to Measure: Evaluating Meaningful Impact in Outdoor Education

The Laidlaw Scholars Leadership & Research Programme

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Abstract

Small outdoor education organisations face a central evaluation challenge: how can they meaningfully assess their impact without creating a data-collection burden that exceeds their limited staff capacity? To assist Tree Stump Outdoor Education Centre in solving this issue, this project investigated how impact evaluation can be both effective and practical using a combination of literature reviews, evaluation of Tree Stump's existing forms, and a site visit. The site visit and the evaluation of existing forms highlighted the importance of identifying efficient and non-labour-intensive methods of evaluation for measuring the impact of smaller organizations like Tree Stump. Meanwhile, literature reviews have further highlighted the importance of proportionality when evaluating the impact of outdoor education, matching complexity and precision with the context and resources available to each organization. For short-term school visits, evaluation should use simple, interactive measures of immediate outcomes across the "Three Cs", which are derived from previously documented benefits of outdoor education and Tree Stump's own goals: confidence, communication, and connection with nature. Longer-term alternative provision supports richer, repeated mixed-method evaluation involving parents, teachers, and existing records, with quantitative questions informed by tools widely used in previous psychosocial development research about outdoor education. In short, this report finds that evaluation should be proportionate to the type, duration, and context of the provision, accounting for resource and time limitations.

Keywords: outdoor education, evaluation methods, school visits, educational outcomes, small charities, proportionality, school visits, psychosocial development

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1. Introduction

Outdoor education has been known to produce many benefits in children beyond academics: self-efficacy, teamwork, and motivation (EEF, 2021) to name just a few. Students with a greater exposure to nature have been shown to have a greater sense of purpose and belonging alongside higher life satisfaction and can more effectively navigate challenges (Mann et al., 2022).

However, access to the outdoors is unequal. Lower income households are much less likely to be able to access a green space (EEF, 2021): just 46% of those with an annual household income under £15,000 live within a 5-minute walk of a green space. This is why Tree Stump's¹ mission is so important. Founded in 1926, Tree Stump gives many children around Oxfordshire their first experience of staying outdoors overnight, as well as providing outdoor education to SEN children (their alternative provision). By democratising access to the outdoors in Oxfordshire, a place characterised by the inequalities of “town and gown”, children are ensured access to nature regardless of their background.

Tree Stump's mission depends on the team's ability to understand their work's impact. Different types of outdoor education do not produce equivalent results and thus, for Tree Stump to be effective, they need to be able to determine whether their methods are achieving the intended objectives, as well as providing evidence for future funding requests. However, Tree Stump, like other small educational charities, also has limited time and staff resources, making conventional methods of educational evaluation too costly and inefficient (Carman, 2007).

For this reason, this report examines how small educational charities can overcome the challenges of evidencing and evaluating their outcomes by developing practical methods suited to limited staff capacity. We begin with a literature review examining current approaches to evaluating the impact of outdoor education. Drawing on this evidence and interviews with Tree Stump staff, we then develop a set of

¹ Not the charity's real name.

practical evaluation tools tailored to Tree Stump's needs, resources and operating context.

Our research also relates to the following UN Sustainable Development Goals: good health and wellbeing (3); quality education (4); reduced inequalities (10); and life on land (15).

2. Methodology

2.1 Literature review

We aimed to inform the design and approach of our own research by understanding current methods in outdoor educational research. The literature review was also for the benefit of Tree Stump, where staff valued newer data and research surrounding outdoor education, as well as a readily available synthesis of recent evidence and evaluation methods.

To fulfil these objectives, we identified published peer-reviewed articles with titles and abstracts related to outdoor education. The articles are broadly separated into two categories: articles about the outcomes created by outdoor education and articles about different approaches to measuring its impact. Therefore, we inputted three, “evaluating outdoor education”, “outcomes of outdoor education”, and “challenges of evaluating outdoor education”, into Google Scholar. Additionally, we synthesised existing literature to determine the key challenges in evaluating the effects of outdoor education so that they can be targeted and overcome. Throughout the literature review process, we tried to avoid simply summarising the information. Instead, we aimed to highlight how different conclusions support or contradict each other. This process enables us to identify key tensions and nuances underlying outdoor education.

As the second aim of our research is to help the centre staff, who are already aware of older research, conveniently access more recent developments post-pandemic, we narrowed our search to articles published from 2020 onwards. Exceptions to this rule were made if the article produced key foundational information that provides invaluable context to our research, e.g. Chenery and Hammerman (1985) included a comprehensive survey of past methods of evaluating outdoor education. Fiennes et al. (2015) and Morag and Tal (2011) were also included because they contain unique nuances about how outdoor education can benefit specific segments of academic education (history) and how other factors such as school support play a role in the success of outdoor education. These conclusions are not found in later work but

are essential to understanding and evaluating outdoor education and have been included to provide context.

2.2 Form analysis and site visit

In order to understand Tree Stump better and what their priorities were as our main stakeholder, we conducted an analysis of forms that the charity has previously used to assess their performance, following this up with interviews with staff.

We began by analysing the forms Tree Stump has previously given to children and staff who visit their site (Appendix A). We noted the format and what each one aimed to measure, as well as what it is likely to miss. This allowed us to draw conclusions about what the charity has succeeded in measuring while identifying potential areas of growth.

Having analysed these forms, we conducted a site visit. During this, we conducted an hour-long semi-structured interview with the site director as well as with a tutor for the alternative provision. We had a small list of questions prepared (Appendix A) and used this, alongside questions which naturally arose during our tour, to understand the needs and limits of the charity, including their priorities for data collection. By getting to know the site, we were in a better position to come up with practicable solutions for the charity. After the session, we briefly recorded our observations. We also conducted a meeting amongst our team members and academic supervisor to reflect on how these observations would inform the direction of our project and ensure that our work constructively supports Tree Stump's mission.

2.3 Developing the framework for the forms

We concluded that two separate evaluation approaches were required, one for shorter visits and one for the alternative provision, given the significant differences in visit duration, group size, and available staff. This followed from our interviews with staff where we found that often forms were not completed.

We also concluded that the alternative provision groups, based on their extended stay at Tree Stump and the more personalised support they were receiving, would be the best targets for qualitative data collection, as the data could examine

their social and behavioural skills from the start to the end of their Tree Stump journey. We wanted a mixture of qualitative and quantitative questions so that Tree Stump can use the responses for case studies and broader data analysis.

3. Literature Review

Existing literature on outdoor education can be characterised in three groups: the benefits of outdoor education generally, conventional methods for evaluating it, and the difficulties in evaluation. In addition, we have researched evaluation frameworks employed by similar charities, both large and small.

3.1 The benefits of outdoor education

This literature explores several approaches: the benefits on physical and mental wellbeing, improved development of psychosocial skills, increased “connection to nature”, and measurable improvements in academic performance.

In the area of wellbeing, there is sizable qualitative evidence that mental wellbeing may be improved through outdoor education. For instance, Garip et al. (2020) found that participants’ wellbeing is significantly improved through outdoor education; specifically, they found that it enables participants to have restorative and meaningful experiences with nature. Meanwhile, Mann et al. (2022), conducting a literature review of the effects of outdoor education on children, found that there is evidence in support of it improving children’s physical and mental health. Furthermore, both Down et al. (2023) and Tiplady and Menter (2020) show that outdoor education contributes to mental well-being through the growth of self-efficacy, resilience, self-empowerment, and independence, which all develop social relationships. Feines et al. (2015) also find that participants are more likely to view themselves positively, become more confident, and demonstrate positive behaviour. However, they note that such outcomes are more likely to appear if outdoor education is paired with school support for students, such as preparatory or follow-up work by school staff.

Such wellbeing is also correlated with greater psychosocial skills. This is shown by Sobko et al. (2020) who found that psychosocial behaviour improves in preschool children who have undergone outdoor education when compared to a control group. The presence of such quantitative data contradicts assertions by some researchers such as Moula et al. (2022) who assert that the quantitative evidence base remains limited compared with the available qualitative research. More importantly, it also

shows the interdependence between physical and mental wellbeing and psychosocial development.

While it is often hard to define “connection to nature”, researchers such as Garip et al. (2020) have also asserted that outdoor education results in measurable improvements this connection, defining it as developing a sense of place. To measure this, they created indicators such as asking participants to rate how special places of nature are to them. They also collected quantitative data on whether participants subsequently explored nature or expressed emotional attachment to nature verbally. Pirchio et al. (2021) also suggest that connection to nature may result from outdoor education. However, Whitburn et al. (2023) show that it may not materialise on short day trips into nature. In this sense, different forms of outdoor education may not produce equivalent results.

Lastly, outdoor education may produce positive academic outcomes, particularly in the social sciences. Specifically, Avici and Gümüş (2020) found that teaching the social sciences in outdoor settings results in greater academic attainment compared to in a classroom at a statistically significant degree. Yet, such benefits may occur only if the right support is available to students. Kiviranta et al. (2023) find that pedagogical conditions, particularly the preparedness and capacity of teachers to provide outdoor educational activities, heavily influence the outcomes, academic or otherwise, associated with outdoor education. For this reason, scholars such as Mann et al. (2022) emphasise the importance of nature-specific outdoor education being applied in a context-sensitive manner, such as acknowledging local schools’ limitations and capacities.

While there is substantial evidence for the benefits of outdoor education, there is still a need to demonstrate the unique benefits of nature-based outdoor education rather than outdoor education in general. Regardless, it is still reasonable to conclude that the literature points to outdoor education generating benefits surrounding physical and mental wellbeing, psychosocial skills, “connection to nature”, and academic performance.

3.2 Methods of evaluating outdoor education

Several papers detail more exact frameworks to understand the benefits of outdoor education. Although an outdated paper, Chenery and Hammerman (1985) write that outdoor education centres should be wary of trying to evaluate everything, especially given a lack of uptake in feedback, and that a combination of methods (qualitative and quantitative) should be used when assessing the benefits of the centre.

Garip et al. (2020) show that programmes have a positive influence in several areas which can be evaluated: increasing participants' understanding, confidence, nature connection, wellbeing, and involvement in green outdoor environments. However, other reports drill further into how to assess these qualities within children, particularly the ambiguous phrase “nature connection”. Tiplady and Menter (2020), assessing the impact of forest schools on children long-term, emphasised four themes: engagement and enjoyment, relationships and interactions with others, perception of self, and the effect in the classroom. This shows the importance of considering the later effects of outdoor education, and thus the importance of collecting feedback from teachers. Morag and Tal (2011) focus on short trips in the outdoors, and report that impact can be evaluated through the “domain of knowledge and understanding”, which is especially important for sites that blend the teaching of history and nature, as well as their positive experiences in nature. Down et al. (2023) further write that students themselves value the growth of self-efficacy, resilience, empowerment, autonomy, and the growth of relationships. They also highlight that a lack of barriers to access the outdoors and positive character traits in the staff were key to enjoyment.

3.3 The difficulties surrounding evaluating outdoor education

However, some reports differed in their assessment of the impact of outdoor education, and especially how this can be evaluated for shorter trips. Pirchio et al. (2021) wrote that shorter trips do not lead to measurable (and certainly not long-lasting) effects on empathy, life satisfaction or anxiety. However, they noted that it does lead to better physical wellbeing and social behaviour, but this is more noticeable in long-term programmes.

In a similar vein, Fiennes et al. (2015) investigated the lasting effect of these benefits and found that the positive effects often don't endure for short-term visits, and that the benefits that are clearly seen (such as improved attitude, social skills, academic skills, and positive self-image) only truly flourish when the outdoor work is supplemented by preparatory/follow-up work within a school setting. This cements the learning and experience and allows for greater changes to pupils' character and behaviour. However, it is also important to acknowledge the experiences of outdoor education are unlikely to be experienced uniformly across a class, and that prior experiences, confidence, and individual needs will influence how children engage with Tree Stump's offerings.

3.4 Evaluation framework by similar organisations

We have analysed numerous education centres and outdoor education organisations similar to Tree Stump, with a review of their programmes and their methods of collecting feedback. Most of the smaller outdoor education centres which we reviewed (such as Oxenwood and Manor Adventure) publish limited impact data, relying on reach statistics over outcome frameworks.

Outward Bound

Outward Bound has by far the most comprehensive public impact evidence of the organisations reviewed, built around a Social Impact Report. Statistics include 76% of young people reporting improved confidence, 88% reporting a better ability to connect, communicate and work with others, and 80% reporting a deeper connection with nature. These are organised under three themes: shaping the individual (standing tall, pushing through challenges), building stronger connections (empathy, resilience, social competence), and preparing for the future (environmental appreciation, persistence through setbacks).

Beyond the headline statistics, Outward Bound also captures how young people felt during the experience itself (having fun as well as feeling capable, free, safe, accepted, and connected), adding an in-the-moment dimension to the longer-term outcome measures.

Outward Bound evaluates multiple times during their experience and uses multiple tools to do so. The centre uses an Outcome Survey (this covers resilience, self-confidence, environmental responsibility, social competence, compassion), retrospective pre-course comparisons (allowing them to show improved self-confidence scores relative to how participants rated themselves before the course), and interviews (which add qualitative depth).

Outward Bound also divides outcomes by school phase. At primary level, the outcomes centre on self-care, achieving things previously thought impossible, and growing independence. At secondary level, outcomes centre on self-belief, expectation of success, willingness to set challenging goals, and persistence with difficult schoolwork.

PGL

PGL communicates impact largely through scale and reach with their “Hear from our guests” section and a “Better Beyond Adventure” section tracking numbers of participants, number of adventure activity sessions delivered etc. This is reinforced in a published impact report combining these statistics and quotes. This is a stronger public offering than most of the centre-based providers reviewed, though it remains closer to an activity and reach report than an outcomes framework.

Conclusion

We concluded that Outward Bound’s model of mixed methods organised around clear outcome themes was most suited to what Tree Stump is working towards, but it was clear that we needed to adjust this given Tree Stump’s staff constraints.

4. Findings and discussion

4.1 Findings for school visits

The staff at Tree Stump mentioned that they have struggled with receiving useful feedback from students that come in for shorter visits and, when they try to get form responses after the visits, they are often not completed or do not provide enough substantiation and detail to be useful.

To resolve this issue, the team designed a process through which children can complete an engaging activity during the day's visit to provide feedback, rather than cramming tedious forms at the end. This process would be a large whiteboard filled with simple questions (see Appendix B) where the children can place a coloured magnet to represent their view on a scale of 1 to 10. They would do this at the start and end of each day. Tree Stump staff would take two photos (one of the first set of results and one of the second) to see the progress made by the children during their visit. This would generate consistent quantitative data, which could be useful for identifying patterns of change in children's self-reported confidence, communication and connection with nature over the course of a visit.

The team also recognised the chance to collect some qualitative data from the shorter visits. This would be in the form of paper leaves, which the children could fill in with a short reflection on what they have learnt, to be handed in to Tree Stump staff. We recognise that the feedback generated from this may not be as comprehensive or useful as the other data, however, being inspired by the Outward Bound Social Impact Report, there is some value in quotations from those experiencing the centre first-hand. This would create a varied approach to feedback collection and, eventually, a meaningful, comprehensive impact report.

The criteria the team has decided to base the evaluation feedback on is linked to three Cs, derived from previously documented benefits of outdoor education and Tree Stump's own goals: confidence, communication, and connection with nature. These are then further developed into areas such as resilience, compassion, environmental responsibility, empathy, and belief in oneself. These criteria have been adapted into

suitable questions (Appendix B) that would be understood easily by young children, so teachers and Tree Stump staff are not continually asked meaning of resilience, which would conflict with our aim of creating a feedback mechanism which is quick, easy, and understandable.

To conclude, these whiteboard scale statements (of which the staff can pick one or two per visit) will be asked identically at the start and end of the day, and each is rated from 1 (not at all like me; accompanied by a sad face so it is clear to younger children), and 10 (very much like me; accompanied by a smiley face). The first three questions are concerned with confidence (covering the themes of belief in oneself and resilience), the second three with communication (as well as compassion and social competence), and the last three with connection, nature, and environmental responsibility.

4.2 Findings for the alternative provision

One of the key stakeholders in Tree Stump are the alternative provision students who may struggle in conventional educational environments and participate in Tree Stump's outdoor education programmes as an alternative educational supplement. This group of students is of particular interest because:

- 1) They engage with Tree Stump's programmes on a long-term basis for at least several months.
- 2) Given their longer engagement, they are more likely to engage with data collection efforts.

Hence, the team developed a series of surveys and questions (see Appendices C and D) to support the evaluation efforts of the Tree Stump staff. These are intended to build upon existing methods of evaluation, such as the reports that staff already assemble about each of the participants. These surveys are aimed at the parents and teachers of alternative provision students, rather than the students themselves. They would be sent every 1–3 months, depending on how frequently each student attends the site. This frequency was chosen to enable ongoing monitoring of progress without creating an excessive burden for staff. The team decided, based upon the literature review, the desired outcomes for alternative education provision:

1. Socialising skills
2. Mood and anxiety
 - a. Personal growth and pride
3. Practical skills improved
4. Behaviour at home/school
 - b. Attendance at school
5. Engagement with the outdoors
6. Empathy and understanding

The team referred to Emerson et al.'s (2025) approach, which focuses on evaluating the impact of outdoor education on students with special educational needs. Here, quantitative data was collected using the parent version of the Revised Child Anxiety and Depression Scale (RCADS). Given its use in this research to measure aspects of mood and anxiety, the team considered whether RCADS could provide a useful approach for monitoring changes among alternative provision students. However, its suitability and administration requirements need to be considered in relation to Tree Stump's context and capacity. RCADS can be administered within 10–15 minutes and provides measures relating to anxiety and mood that can be compared over time. A similar approach has been developed for teachers of students to monitor changes in their behaviour and attendance at school.

However, the team also recognises that using a tool originally designed for psychosocial research like the RCADs may not be suitable for Tree Stump's context as it can still be too time-consuming to use at scale and can create an unnecessary burden for Tree Stump's staff, who are not full-time psychosocial researchers. Therefore, we have created a new feedback questionnaire which is informed by the RCADs. Although it is based heavily on the RCADs, we have not had the time to validate its effectiveness.

The form developed focuses mostly on short, quantitative questions as parents are often short on time and may be unable to give long, detailed answers. The forms largely use the same 0-3 scale as RCADs to enable all questions to be recorded, except for open-ended questions about the numbers of hours spent outside or the level of a student's attendance, since these are in different units. Throughout, the forms focus on

using simple, easily understood metrics, especially those that have been used in previous studies. For instance, “engagement with the outdoors” is measured by how much time the students spend outdoors, which is inspired by Garip et al.’s (2020) approach.

The idea behind this survey is that it can be administered by the Tree Stump staff before, during, and after the student starts working with Tree Stump. This way, changes over the course of students’ participation in the alternative provision can be better understood through numerical metrics that can be easily calculated. Hence, it will be much easier for Tree Stump to determine how their programme affects students in alternative education and communicate this impact easily to other stakeholders such as potential funders.

It should be noted that these questions collect sensitive information about children's mental health, behaviour, and home lives, and thus responses should be reviewed, stored, and processed in line with safeguarding and data protection regulations.

4.3 Discussion

These differ from Tree Stump’s existing forms in that they provide more detailed information about changes over time by comparing responses before and after engagement with the charity and offer more detailed yet convenient means of data collection for the alternative provision. We hope that this helps to address the challenge of supplying a small charity with a means of collecting both relational and experiential outcomes. However, we were limited by conducting only a single site visit, ethical constraints that prevented us from conducting interviews with students, and being unable to test our framework.

The literature review was targeted rather than systematic and therefore provides an evidence-informed basis for the proposed tools rather than a comprehensive synthesis of the outdoor-education literature.

5. Conclusion

In conclusion, we hope that the feedback framework included in the findings and in the appendices will help Tree Stump better understand their impact on students, both in the short-term and the long-term. By combining both qualitative and quantitative methods of analysis, we hope that the charity, going forward, will be able to provide both personal reflections from students as well as more statistical data about their experience. It is by combining these two forms that the impact of their work on students can be monitored: in an improvement of skills for short visits to the site, and in longer and more permanent development goals for the alternative provision. We hope that Tree Stump will be able to use our findings going forward to understand the effectiveness of the important work that they do. We also hope this framework can serve as a model for how any small outdoor education charity with limited staff capacity can evaluate relational and experiential outcomes using a mixed methods approach without significant burden.

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Appendix A: Site visit resources

Form analysis table

Form	Who fills it in	What it measures	Format	Captures well	Likely misses
Wild Blackbirds (short)	Children	Happiness, sensory engagement	Yes/No/Not sure + 1 open Q	Fast, low literacy demand	Binary flattens nuance - no "why"
Sustainability Habitat Days (children)	Children	Learning outcomes, attitudes toward nature	A lot more/ a bit more/ the same/ not sure + 3 open !	Detailed, qualitative and quantitative, more nuanced range	Higher literacy demand, time consuming,
How Did We Do? (group leader)	Adult group leader	Learning outcomes, skills, general feedback	Yes, no, partially, N/A x2 Tick all skills that apply x1 Open Q x2	Flexible, detailed, comprehensive	Lacking in specificity in some areas
Outdoor Sessions (children)	Children	Happiness, sensory engagement, attitudes toward nature	A lot more/ a bit more/ the same/ not sure x 3 + 3 open + Tick all skills that apply x1	Flexible, detailed, comprehensive	Higher literacy demand, time consuming,
Outdoor Sessions (adults)	Adults	Respondent characteristic, learning objectives, general benefits, future return	Tick all that apply x 3	Detailed, flexible, captures demographic,	time consuming, lacking in specificity

			Yes, no, partially x 5	predicts future participation	
			Open Q x 4		
Sustainability Habitat Days (quant.)	Children	Happiness, sensory engagement	A lot more/ a bit more/ the same/ not sure + 3 open Q	Detailed, specific	Slow, higher literacy demand, child demographic omitted
Wild Blackbirds (long version)	Children	Happiness, sensory engagement	Yes/no/not sure + 1 open Q	Low literacy demand, fast	Too vague, lacks nuance, does not generate actionable data

Interview questions

1. **Understanding their current situation:** what they collect, from whom, what happens to it
 - a. Walk us through what happens to a feedback form after a child fills it in - who reads it, how often, and does it ever change the decisions you make?
 - b. Out of the current forms you provide, what is the most valuable piece of data that you use? What else is important to collect for fundraising, informing decisions etc?
2. **Where the pain is:** what current evaluation misses, what's been tried before
 - a. Use Poj's form question:
 - i. In the past, what other methods of information collection have you experimented with (if any). Have they worked better or worse than the forms we are seeing? Why were they discontinued?

- ii. Between the data collected from adults and from children, which do you rely on more?
 - iii. On average, how much time do you spend trying to process and evaluate the data collected from students and adults?
 - iv. Does the data indicated by the forms match what you hear and observe from participants?
 - v. If you had to prioritize, what questions and/or pieces of data would you like to be collected? Why?
-
3. **What impact actually means to them:** what they see change in children, what concepts like connection to nature mean in practice
 - a. What are your top three goals for each session for the children/schools?
 - b. What happens in each of your activities: how are children interacting with each other and with nature?
 - c. What impact are you hoping for in the short-term and long-term for children who visit your site?
 4. **What's feasible for a small organisation:** staff capacity, who would own this, what they'd realistically do
 - a. Looking forward, what are the most important pieces of information you want from your feedback forms that you don't currently collect?
 - b. How many forms would you be able to process, and who would do this?
 5. **Shaping the eventual framework:** what would make them actually use what we produce
 - a. What data is required to make a compelling grant application?
 - b. Are you interested in looking at the long-term impact of Tree Stump, and if so have you ever tried contacting schools to assess this?
 6. **Practical access:** documents, further contacts, how we'll communicate for the rest of the project
 - a. Are there any lists of data that you have from current feedback forms that we would be able to look at?
 - b. Have you ever considered getting feedback beyond forms, for example having children write diary entries reflecting on their time at Tree Stump etc?

Appendix B: Evaluation questions for short visits

Proposed Evaluation Tool:

1. I feel brave enough to try new things.
1 2 3 4 5 6 7 8 9 10
2. I feel proud of myself.
1 2 3 4 5 6 7 8 9 10
3. Even if something is tricky, I can keep trying.
1 2 3 4 5 6 7 8 9 10
4. I feel comfortable talking in my group
1 2 3 4 5 6 7 8 9 10
5. I feel comfortable listening in my group
1 2 3 4 5 6 7 8 9 10
6. I feel like I am part of a team
1 2 3 4 5 6 7 8 9 10
7. I feel happy and comfortable being outdoors
1 2 3 4 5 6 7 8 9 10
8. I want to look after nature and protect the world around me
1 2 3 4 5 6 7 8 9 10
9. I feel curious about plants and animals.
1 2 3 4 5 6 7 8 9 10

With the proposed paper leaf reflections to collect some primary qualitative data, the Tree Stump staff could provide the children with a short, open prompt such as:

- Something new I tried today was...
- I felt really proud when...
- One thing I loved about today was...
- One thing I will remember about today is...

Appendix C: Evaluation questions for parents of alternative provision students

Socialising Skills

1. Does your child worry when they think that someone is angry with them?

0 never

1 sometimes

2 often

3 always

2. Does your child worry about making mistakes?

0 never

1 sometimes

2 often

3 always

3. Does your child worry about what others think of them?

0 never

1 sometimes

2 often

3 always

4. Does your child feel afraid when they need to speak in front of the class?

0 never

1 sometimes

2 often

3 always

5. Does your child feel afraid that they will embarrass themselves in front of other people?

0 never

1 sometimes

2 often

3 always

6. Can you describe a time when your child has shown improved socialising skills since attending Tree Stump?

Mood and anxiety

1. Does your child often worry about things?

0 never

1 sometimes

2 often

3 always

2. Does your child often worry that something bad is going to happen to them or to someone in the family?

0 never

1 sometimes

2 often

3 always

3. Can you describe a situation when your child has been better at controlling their mood since attending Tree Stump?

Personal growth and pride

1. Does your child exhibit low moods?

0 never

1 sometimes

2 often

3 always

2. Does your child have no energy for things?

0 never

1 sometimes

2 often

3 always

3. Does your child feel like they are worth something?

0 never

1 sometimes

2 often

3 always

4. Overall, does your child believe in themselves?

0 never

1 sometimes

2 often

3 always

5. Overall, does your child feel proud of themselves

0 never

1 sometimes

2 often

3 always

6. Can you describe a moment or skill that your child has been proud of at Tree Stump?

Practical skills

1. Do you think your child has many practical skills?

0 none

1 some

2 many

3 a lot

2. Can you describe any practical skills that your child has developed since their time at Tree Stump?

Behaviour at home/school

1. Does your child often face disciplinary issues at school?

0 none

1 some

2 many

3 a lot

2. Does your child often face disciplinary issues at home?

0 none

1 some

2 many

3 a lot

3. Can you describe a behaviour change you have observed in your child since attending Tree Stump?
4. Can you describe a moment when your child has been more eager to go to school since attending Tree Stump?

Engagement with the outdoors

1. How many hours does your child spend outdoors per week?
2. How comfortable is your child with going outdoors?

0 not comfortable at all

1 somewhat comfortable

2 very comfortable

3 extremely comfortable

3. Can you describe a moment when your child has been more excited about spending time outdoors since attending Tree Stump?

Empathy and understanding

1. How difficult is it for your child to understand others' perspectives?

0 very difficult

1 quite difficult

2 quite easily

3 very easily

2. How difficult is it for your child to understand others' emotions?

0 very difficult

1 quite difficult

2 quite easily

3 very easily

3. Can you describe a moment when your child has found it easier to understand others' emotions since attending Tree Stump?

Appendix D: Evaluation questions for teachers of alternative provision students

For Teachers of Alternative Provision Students

Socialising Skills

1. Does your student worry when they think that someone is angry with them?

0 never

1 sometimes

2 often

3 always

2. Does your student worry about making mistakes?

0 never

1 sometimes

2 often

3 always

3. Does your student worry about what others think of them?

0 never

1 sometimes

2 often

3 always

4. Does your student feel afraid when they need to speak in front of the class?

0 never

1 sometimes

2 often

3 always

5. Does your student feel afraid that they will embarrass themselves in front of other people?

0 never

1 sometimes

2 often

3 always

6. Can you describe a time when your student has shown improved socialising skills at school since attending Tree Stump?

Mood and anxiety

1. Does your student often worry about things?

0 never

1 sometimes

2 often

3 always

2. Can you describe a situation when your student has been better at controlling their mood since attending Tree Stump?

Personal growth and pride

1. Does your student exhibit low moods?

0 never

1 sometimes

2 often

3 always

2. Does your student have no energy for things?

0 never

1 sometimes

2 often

3 always

3. Does your student feel like they are worth something?

0 never

1 sometimes

2 often

3 always

4. Overall, does your student believe in themselves?

0 never

1 sometimes

2 often

3 always

5. Overall, does your student feel proud of themselves

0 never

1 sometimes

2 often

3 always

6. Can you describe a moment or skill that your student has been proud of at Tree Stump?

Practical skills

1. Do you think your student has many practical skills?

0 none

1 some

2 many

3 a lot

2. Can you describe any practical skills that your student has developed since their time at Tree Stump?

Behaviour at home/school

1. Does your student often face disciplinary issues at school?

0 none

1 some

2 many

3 a lot

2. Can you describe a behaviour change you have observed in your student since attending Tree Stump?

3. Can you describe a moment when your student has been more eager to be at school since attending Tree Stump?

Engagement with the outdoors

1. How many hours does your student spend outdoors per week whilst at school (excluding time spent at Tree Stump)?
2. How comfortable is your student with going outdoors?

0 not comfortable at all

1 somewhat comfortable

2 very comfortable

3 extremely comfortable

3. Can you describe a moment when your student has been more excited about spending time outdoors since attending Tree Stump?

Empathy and understanding

1. How difficult is it for your student to understand others' perspectives?

0 very difficult

1 quite difficult

2 quite easily

3 very easily

2. How difficult is it for your student to understand others' emotions?

0 very difficult

1 quite difficult

2 quite easily

3 very easily

3. Can you describe a moment when your student has found it easier to understand others' emotions since attending Tree Stump?