

# Evaluation of the INUDGE Project

**Dr Margarida Sardo**

**Science Communication Unit  
University of the West of England, Bristol**

**August 2019**

# Contents

Contents	2
Summary	3
Acknowledgements	3
1. Introduction	4
2. Evaluation methodology	5
3. Findings	8
4. Reflections and recommendations	27
Appendix I – Questionnaires	30
Appendix II – Snapshot Interviews	37
Appendix III – Observations	41
Appendix IV – Self-reflective Logs	45

## Summary

This report details the main findings of the evaluation of the INUDGE project (“Citizen Engagement in Healthy Urban Development”), Provision for Public Engagement project linked to the Wellcome Trust funded research project UPSTREAM (“Factoring long-term health impacts into urban development”). In addition, the report includes the complete evaluation kit.

The evaluation focused on the audiences’ engagement with the activities as well as the thoughts, views and experiences of those engaging with the audiences.

Dr Margarida Sardo, from the Science Communication Unit at the University of the West of England, Bristol undertook the evaluation. The report was prepared by Margarida Sardo, with contributions from Sophie Laggan and Ruth Larbey.

## Acknowledgements

The team would like to express their gratitude to the Wellcome Trust for funding iNUDGE. We are also very grateful to all the staff involved in the engagement activities who gave their time and enthusiasm to make this project a reality.

And a huge thanks to all the visitors, community members and staff who kindly gave us feedback!

# 1. Introduction

## 1.1 About INUDGE

INUDGE is a public engagement project, funded by the Wellcome Trust, which has worked with UK artists and Bristol-based community organisations to creatively engage the public on issues around healthy urban development. The project aimed to understand, and inspire debate on several questions:

- What does healthy urban development mean to you?
- What is your role in the decision-making process?
- What changes can you make to make cities healthier?

It did this by bringing together art, economics and health science into the same space, using a range of creative consultation methods to engage a wide range of city users, both digital and face-to-face.

Activities encouraged citizens to take an active role in urban decision making for improved human and planetary health, allowing the public not only to voice their opinion but also to physically 'shape our city'. To engage with different audiences, the team worked with schools, festivals and community groups to either discuss one or multiple aspects of urban development and how it impacts on our health.

The project focused specifically on geographical areas currently marginalised from participation in city-wide decision-making. As there are many different learning styles and ways of understanding systemic issues, we employed a mixture of digital, sculptural, street and craft art, most of which was co-designed with the public. All art work will be donated to community groups, schools or science centres.

This project is linked to the UPSTREAM project – and the public's opinion will go on to inform city developers and partners UPSTREAM who have been engaged by the UPSTREAM interviews, and influence future research on designing cities for people and planetary health.

## 1.2 The activities

The engagement activities were developed in collaboration with a range of partners and external organisations (such as UWE Hands On Bristol, Whitehall Primary School, Springmead Prep School, Blaise Weston Extra Care Estate (BWECA), The Network at Barton Hill Settlement, Knowle West Media Centre, Filwood Community Centre, We the Curious) local residents, artists Luke Jerram and Eleanor Shipman and local historian Edwin Hall.

From early stages, these actors were involved in developing the events and provided feedback on the planned activities. As a result, a range of activities and materials was developed:

- Beta testing workshops to shape online preference-finding game
- Online preference-finding game: [Shape Our City – play it here](#)
- Inhale sculpture
- 360° Inhale film
- Preference finding jigsaw game
- Wishing tree
- School engagement mapping activity
- History Walks
- Treadmill activity
- Consultations over food, including painting/drawing and recipe sharing activities
- Craft afternoons (consultation)
- Banner Walks (consultation)
- Planter making day (community action)
- Garden co-design (community action)



**Figure 1.** Beta testing workshop with thematic experts.

## 2. Evaluation methodology

This section outlines the methodology used to generate the data. A variety of methods was selected, to capture the experiences of the audiences and researchers involved and to judge the impact of the iNUDGE activities. Using a combination of evaluation methods, we have collected quantitative and qualitative data.

The evaluation methodology received ethical approval from the University of the West of England, Bristol.

The evaluation *aimed* to:

- Evaluate the INUDGE engagement activities, what worked and what did not, and the challenges and successes.

The *objectives* were to assess:

- **Impact on the audience:** levels of engagement, visitors' reactions to the activities, etc.
- **Perspective of those delivering activities:** views on the activities, challenges, etc.

We next describe in detail the evaluation methods used.

## 2.1. Questionnaires

Online questionnaires are a convenient method to gather participants' views and thoughts about events and activities. By using online questionnaires, we did not take away the participants' attention from the activities they are engaging with. In addition, online questionnaires take away the pressure of being interviewed, making participants more comfortable. For certain activities, such as the History Walks and the BETA Testing, an online questionnaire was used. This was set up online using Online Surveys (formerly Bristol Online Survey). A link to the survey was sent to participants shortly after the activities.

In total, 16 online questionnaires were completed.

A copy of the questionnaire used can be found in Appendix I.

## 2.2. Snapshot interviews

'Snapshot' interviews are a quick and focussed method of gathering participants' views. They last between 90 seconds and two minutes, using a small number of consistent, clear and structured questions that allow rapid answers, to capture short and immediate feedback from participants in busy locations. Snapshot interviews were used at events such as the Festival of Nature, Clean Air Day and the final UPSTREAM conference. Participants were randomly approached and interviewed immediately after the engagement.

In total, 16 snapshot interviews were conducted.

A copy of the snapshot interview schedules can be found in Appendix II.

## **2.3. Structured observations**

Observation permits an evaluator to contextualise other research data, become aware of subtle or routine aspects of a process and gather more of a sense of an activity as a whole. Observations work particularly well in recording data such as audience size and composition, interactions, dwell time and reactions to the activities.

The evaluator used a standard observation guide to gather data as efficiently as possible, which was used at several events. The evaluator was situated in an unobtrusive location and recorded data such as audience size, composition and their reactions. Observation sessions were made throughout the project, covering different events, different audiences and different activity types. Detailed notes were taken, supplemented by additional reflections made by the evaluator immediately after the event.

A total of nine observation sessions was conducted, covering events such as Festival of Nature, Clean Air Day Stunt, schools engagement, History Walk and the final UPSTREAM conference.

A copy of the observation schedule can be found in Appendix III.

## **2.4. Self-reflective logs**

Staff running events and activities were asked to complete a reflective log shortly after the activities. A reflective log form and guidance to fill it in was provided, making it easy and straightforward to use. Having access to the thoughts, views, opinions and post-event reflections of staff enabled triangulation with other evaluation data.

Teachers involved with the project were also asked to complete a short set of questions, to reflect on their experience, as well as the experience of the children.

A total of 33 self-reflective logs was collected from staff involved in delivering a range of activities: Festival of Nature, Clean Air Day, History Walk, schools engagement, and a variety of community engagement activities.

A copy of the observation schedule can be found in Appendix IV.



## 3. Findings

The findings described below are drawn from the data collected through the various evaluation methods.

### 3.1. Activities

The project designed and developed a wide range of activities and took part in several events. This approach allowed the project team to engage with a diverse audience.

Through a reflective process, the team was able to adapt and improve the events as the project developed. A good example of this is the History Walks. The first walk was perceived as a bit too long, both by the expert leading the walk and the project team (the project coordinator and the evaluator), who have all completed self-reflective logs and/or structured observations. Upon reflection, it was decided to organise future walks to be shorter and the route used adapted. This worked much better for the remaining walks that took place as part of this project.



**Figure 2.** History food walk.

The project was well delivered, with audiences praising how friendly the staff were and how interesting and well organised the activities and events were. The vast majority of those asked if they had enjoyed the event responded positively.



*I think it's a great initiative and I think it was very creative, very out of the box sort of thinking. I thought it was a great impact, I loved it, very good.* (visitor, Festival of Nature)

*The young lady who presented it gave clear, concise information which has easily understandable.* (visitor, Festival of Nature)

Teachers also praised the activities and the team delivering them:

*UWE staff worked well with pupils; re-focussing them and being patient with clear instructions.* (Year 5 Class Teacher)

*The session was well delivered and the adults were patient and supportive of the children.* (Year 6 Class Teacher)

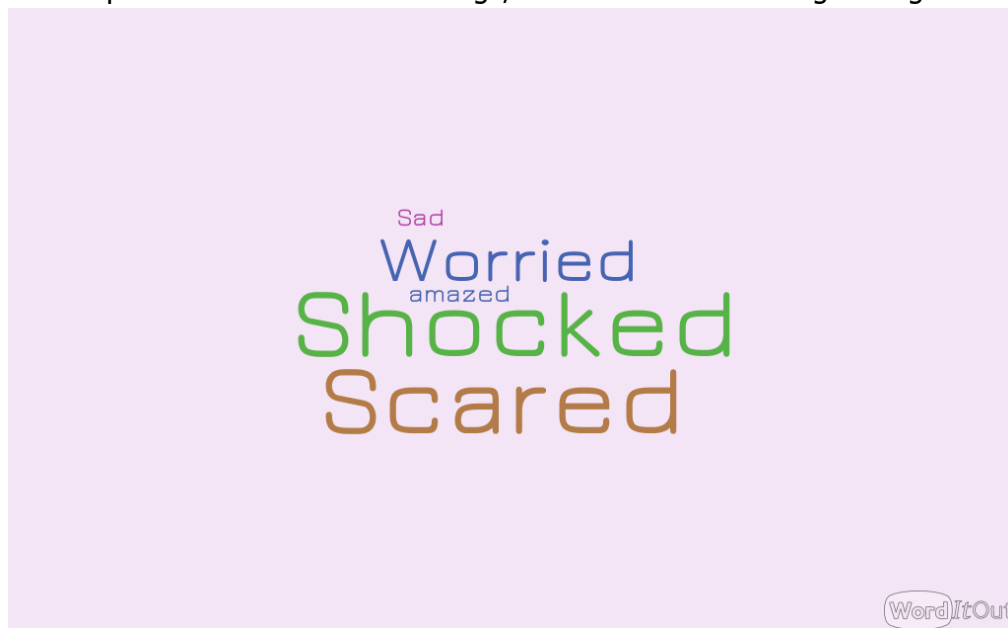


**Figure 3.** Schools activities.

Audiences responded very positively to all the different formats and activities. There was a strong emotional response to some of the activities, with these being described by the audiences and participants as:



The Inhale sculpture evoked different feelings, with visitors mentioning feeling:



Evoking feelings or asking participants how they felt about certain issues was an important part of the audiences' experience, as it's highlighted by this quote:

*Using the phrase 'feel' made an impact as we don't usually ask ourselves how we feel about our homes and where we live. It was a piercing question. (Year 5 Class Teacher)*

Observational data indicates that activities fitted the overall ethos of the venues they took place in. Largely, audiences perceived the purpose of the activities to be educational, informative and thought-provoking:

*To get people to think about it and debate. (visitor, Clean Air Day Stunt)*

*To give us an idea about how much pollution is actually going around, that's the main thing. Not a lot of people know about how dangerous air pollution really is but this really shows how much of an impact it will really make. (visitor, Clean Air Day Stunt)*

*I think it is to, like it did with me, to draw people in and just begin a discussion. To open the floor for discussion about these kind of topics. (visitor, Clean Air Day Stunt)*

*To educate and enthuse. (participant, History Walk)*

There was much less focus on fun and entertainment than is usually found in evaluations of informal events; clearly these audiences take the topics explored seriously.



**Figure 4.** Treadmill activity at UPFEST.

At some events, staff delivering the activities felt that there was perhaps too much available:

*Kept the stall a bit more simple – fewer activities. (Staff, Festival of Nature)*

*I felt that there were too many things to do – it was hard to get a balance of on the one hand having enough variety of activities to suit the wide age range/interests and on the other confusing people.*  
(Staff, Festival of Nature)

*The stall, although full of things to do, was a little complicated. The puzzle was a bit confusing – its concept of saving money for local policymakers was too complex for most children to grasp.* (Staff, Festival of Nature)

However, this point has not been raised by any member of the audience, who seem to appreciate the variety of resources and activities available.



**Figure 5.** Planter making day.

### **3.2. Audiences**

Here we present detailed information on the different audiences the project engaged with.

<b>Event/Activity</b>	<b>Gender (%)</b>	<b>Age range</b>	<b>Under represented audiences</b>	<b>Total number</b>
BETA testing	40M-60F	No age breakdown available, but based on observation data: Young Adults (20-34); Adults (35-64); Adults (65+)	Observations revealed a few (c. 5/6 /23%) individuals to be on low socio-economic groups	23
Festival of Nature	50M-50F (based on observation data)	No age breakdown available, but based on observation data: Early Years (under 5s); Children (5-10); Youth (11-15); Older Youth (16-19); Young Adults (20-34); Adults (35-64); Adults (65+)	Observations revealed a few BAME families (c. 2%) but largely white, urban	150 were observed engaging. Estimated number: 611
UPFEST	60M-40F (based on observation data)	No age breakdown available, but based on observation data: Older Youth (16-19); Young Adults (20-34); Adults (35-64) (predominantly 18-25)	UPFEST attracted >50,000 visitors.  Observations revealed a largely white, middle class audience with c. 5% BAME.	224 (actual figures)
Clean Air Day	50M-50F (based on observation data)	No age breakdown available, but based on observation data we have engaged with adults and young people: Youth (12-18) Young Adults (20-34); Adults (35-64); Adults (65+)	Our observations revealed a mostly White British demographic, with c. 10% BAME youth (from an inner-city school)	248 (actual figures)
History Walks	40M-60F	No age breakdown available, but based on observation data we have	Based on our observations we have engaged mostly White British	51 (actual figures)

		engaged with adults only: Young Adults (20-34); Adults (35-64); Adults (65+)		
Community Consultations	70F-30M  One event (Blaise Weston Court Extra Care Estate) was overwhelmingly attended by women	Based on observation and self-reflective logs data: a very diverse audience: Early Years (under 5s); Children (5-10); Youth (11-15); Older Youth (16-19); Young Adults (20-34); Adults (35-64); Adults (65+)  In Lawrence Weston we spoke with >50% over 70s (some with Dementia).	Held in areas of multiple deprivation.  Our engagement in Barton Hill was more than 70% BAME.  We estimate that consultations in these communities, involved those predominantly (>80%) on low socio-economic status.	247 (actual figures)
Schools Engagement	Springmead (rural): 60M-40F  Whitehall (inner-city): 50M-50F	Children (5-10); Youth (11-15)  (more specifically, 9 – 11 (Yr5 and 6))	We engaged rural children in Springmead.  Whitehall, an inner city school, has a 21% pupil premium and more than 15% of pupils in the yr5 classes we engaged are from BAME backgrounds.	89 total (actual figures)
Community actions	70F-30M	Children (5-10); Youth (11-15); Older Youth (16-19); Young Adults (20-34); Adults (35-64); Adults (65+)	Largely White British. In Lawrence Weston this was a mix of students and over 70s (some with Dementia).	44 (plus extra people involved in volunteering at BW and extra residents involved in planting on



				Hanover St)
UPSTREAM Conference	70M-30F (based on observation data)	No age breakdown available, but based on observation data: Young Adults (20-34); Adults (35-64); Adults (65+)	Data was not collected on ethnicity. Our observations would suggest they have high socio-economic status	86 (actual numbers)
Website		Age from survey:  6% 16-24 43% 25-34 30% 35-49 16% 50-64 5% 65+	Data was not collected on ethnicity.  Income from survey:  4% prefer not to say 15% 0-9,999 14% 10-19,999 25% 20-29,999 31% 30-39,999 7% 40-49,999 4% 50,000+	207 (actual figures)
			<b>TOTAL =</b>	<b>&gt;1754</b>



**Figure 6.** Engaging with children at the Festival of Nature.



From the interview data, it is clear that audiences deliberately chose to engage because they were interested in the topic:

*I'm a big foodie and enjoy learning more about the city I live in. I saw it as an opportunity to learn some interesting things about Bristol's food scene - past and present - and to see things from a new perspective.* (participant, History Walk)

(What attracted you to this stall?) *The problems with transport and diesel.* (visitor, Festival of Nature)

*I saw it was advertising green spaces. I wasn't exactly familiar with what was happening so I wanted to try and understand a bit more.* (visitor, Festival of Nature)

In contrast, audiences in the Clean Air Day Stunt largely arrived serendipitously or by default, because they happened to be walking past:

*I was walking up over there and I saw it and I thought that looks interesting because there are not many exhibits around here. So it kind of sticks out on the green.* (visitor, Clean Air Day Stunt)

Only a few people had heard about the sculpture being displayed and came on purpose. However, serendipity or accidental discovery should not be seen as a negative, the element of surprise is important and an effective way to grab attention and raise interest.

### **3.3. Engagement**

Audiences gave feedback on their experiences, thoughts and views about the engagement events and activities. This feedback was overwhelmingly positive.

Here we present data which illustrate impacts on audiences' enjoyment and learning, as well as specific feedback on the Inhale sculpture.



**Figure 7.** Community consultation and lunch.

**Learning:**

Almost in all events participants mentioned they had learned something or received information they did not have before:

*I learned loads of new information about Bristol. (participant, History Walk)*

*I noticed lots of things I hadn't seen/known about before. (participant, History Walk)*

*It was quite educational stuff that I hadn't known about before, it made me think. (visitor, Festival of Nature)*



**Figure 8.** Banner Walk.

Green spaces, and their health benefits in particular, were mentioned as something the participants took away from the activities and events:

*It was informative. I didn't realise the quantity or the value of the health benefits of having so many green spaces available actually. I was quite surprised.* (visitor, Festival of Nature)

*I live in London, I work in London, wasn't actually aware of the whole thing. Even as a doctor, who is more or less health-inclined, there's a lot of things you just don't associate, like green spaces and mental health, it has never occurred to me in all these years.* (delegate, RSM conference)

The schools events left the children wanting to learn more:

*The class said they should learn this next: Expand throughout the UK. Become activists and plant more trees. The class would like to grow more trees at school – possibly fruit trees.* (Year 5 Class Teacher, schools engagement)

#### Enjoyment:

Participants thoroughly enjoyed engaging with the activities and staff. Of the people surveyed, only one participant stated he/she did not enjoy the activity. Others commented that:

*It was educating and fun. (participant, History Walk)*

*Yes, it was very enjoyable. It is quite interactive and it made me think about where things, [...] where things have to go and you have to, it's kind of a challenge and fun. (visitor, Festival of Nature)*

*The children enjoyed the map work and thinking about their local area in greater detail – 'we often take it for granted.'* (Year 6 Class Teacher, schools engagement)

*Doing the vote at the end was great and very interesting. (Year 5 student, schools engagement)*



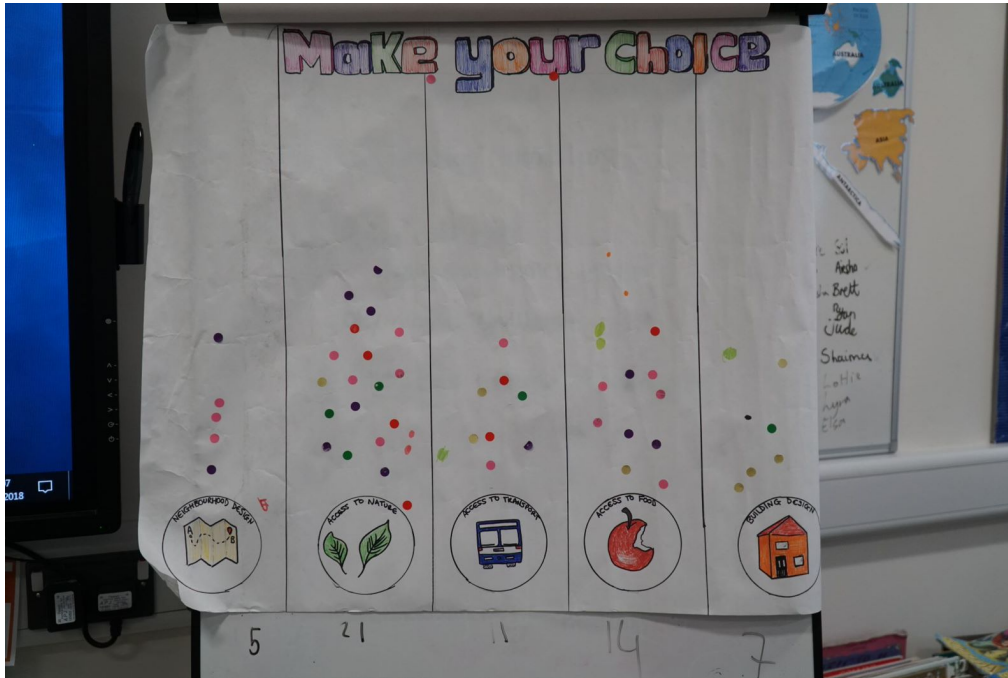
**Figure 9.** Wishing tree at the Festival of Nature

The comment about the voting activity is interesting and pertinent, especially in a school context, as children's voices and opinions can be often overlooked. Another teacher commented that one of the reasons the students enjoyed the activity was the opportunity to express their opinions:

*Children of this age are keen to have involvement and have their voice heard. (Year 5 Class Teacher, schools engagement)*

Feedback from the Residents Home event also showed that residents want to be consulted but often are not; with participants expressing that it was good for them to have this opportunity. Being asked about their opinions and being able to have their voices heard led to a stronger sense of engagement and a "good feel" outcome.





**Figure 10.** Voting activity, part of the schools engagement.



**Figure 11.** Pledge-making activity at the Festival of Nature.

Inhale sculpture:

*"Making the invisible visible."*

The Inhale sculpture generated curiosity and was a great conversation starter, leading to a number of interesting informal chats between staff and visitors. It also evoked a myriad of feelings, such a shock, sadness and anger:

*[makes me feel] Sad. It's quite shocking. I did not expect that amount of impact that such a little thing has on the environment. It's quite sad.*  
(visitor, Festival of Nature)

*I think it makes you worry, it feels like a monster and an invisible monster that we are just letting happen. To bring it to light. Like an alien. So it makes me feel quite worried and quite concerned but also you know, feels like you can then go and maybe do something about it.* (visitor, Clean Air Day Stunt)

*I think the fact that it's 3 million times larger and the fact that is what we are all breathing in all the time in the city centre is pretty damn spooky.*  
(visitor, Clean Air Day Stunt)

*It makes me feel a little bit sad that there is nothing you can do about it.*  
(visitor, Clean Air Day Stunt)

This was interesting, as all other activities evoked positive, joyful feelings. The sculpture not only evoked more negative thoughts and feeling, but it also reflected a sense of impotence, as the visitors felt there was nothing they could do about air pollution.

However, not everyone felt that way, with visitors stating that thinking about these issues made them think and feel differently about healthy urban development, including actions they could take:

*Well, there are little things about the list (...) little things that you can do and I was just consciously thinking well actually I want to take a step towards making a difference.* (visitor, Festival of Nature)

*If transport, public transport was cheap, easier and much more available I think that would be a solution and I am prepared to pay more taxes for it.*  
(visitor, Clean Air Day Stunt)

*I wish we could plant more green spaces in the city centre and educate people about healthy living with concerns to other people.* (visitor, Clean Air Day Stunt)

*It will start conversations and it will start people see that they might be able to do something about the issue. They might be part of the issue and they might be able to be part of the solution. So I think it brings the*

*issue alive as opposed to it being, oh air quality, that's those people who drive diesel. Well that's all of us potentially. (visitor, Clean Air Day Stunt)*



**Figure 12.** Inhale sculpture at the Festival of Nature.

Most visitors were aware of the impact of air pollution. However, the sculpture allowed conversations to expand around the health impacts and potential solutions. The sculpture raised lots of questions, especially around diesel cars:

*I am finding out what it exactly looks like in exploded form, it makes you wonder why the tariff on diesel was relaxed about 10 or 12 years ago. (visitor, Festival of Nature)*

*I have a petrol car not a diesel but I feel very strongly that the public are being bashed for having diesel cars when it's the government that have encouraged that. (visitor, Festival of Nature)*

The sculpture also made people re-think their choices and also what their contribution could be for a better future:

*I think we have to rethink the whole way we approach the use of the eco family. If transport, public transport was cheap, easier and much more available I think that would be a solution and I am prepared to pay more taxes for it. (visitor, Clean Air Day Stunt)*

Engaging with the sculpture and realising what it represented was an eye-opener for some visitors:



*It does make me think differently. It makes me realise how much pollution is actually around. I thought global warming is not really a thing but it actually is. (visitor, Clean Air Day Stunt)*

*To give us an idea about how much pollution is actually going around, that's the main thing. Not a lot of people know about how dangerous air pollution really is but this really shows how much of an impact it will really make. (visitor, Clean Air Day Stunt)*

Raising awareness about air pollution was definitely one strong outcome of the sculpture, with visitors stating the its purpose was:

*To get people thinking about the air they are breathing and more aware that pollution is real. (visitor, Clean Air Day Stunt)*

Inhale made people think about air pollution in a different way, as it made the issue very obvious, and emphasised that something so small can have a large impact on health and the economy. As one visitor beautifully put it, Inhale's purpose was '**making the invisible visible**' (visitor, Clean Air Day Stunt).

### **3.4. Staff delivering engagement activities**

Throughout the observation of various activities and events, staff engaging with the audiences came across as relaxed, enthusiastic, confident, energetic and well-prepared. Self-reflective logs show that staff enjoyed delivering the activities and the experience of engaging with audiences. Most mentioned it was easy to engage the audience with the activities:

*Very easy. I felt confident in what to say and was happy to admit when I didn't know something. (Staff, Festival of Nature)*

*Quite easy. I'd open with a question 'what do you think of the sculpture?' or (to children) 'can you guess what it is?' to get conversation going. (Staff, Festival of Nature)*

*Very easy. Nice, casual and informal. Not like a class, more like a gather where people learn and join in. (Staff, community event)*

At some events, especially those involving students or older adults in care homes, staff reported that the easiness of engagement varied, as some students were shy and some of the older people had issues such as dementia, etc.



**Figure 13.** Community event at a local care home.

At larger events, staff mentioned that, although there was an in-person brief and notes available, a more in-depth or formal training would be welcome:

*The notes were great but a bit more 'training' beforehand would have put volunteers in a better position to answer the public's questions.*  
(Staff, Festival of Nature)

On other smaller events, staff mentioned that they did not feel as prepared as they needed:

*I felt 'interrogated' by someone from local government and another person from a community-based arts centre, and didn't feel completely prepared to deal with that. I would benefit from some more training in facilitation and conflict management/assertiveness.*  
(INUDGE Project Staff, Community Event)

There was, at times, a sense that the project was engaging with people that usually engage with this sort of activities. A good number of visitors came across as knowledgeable (although this was not true across all audiences and all events) and staff delivering activities wondered if we were targeting those already engaged with the topic:

*This was a great event to attend, with enthusiastic and knowledgeable attendees. However, there was a certain element of preaching to the converted. Would be good to also take the exhibit and stall to events with very different demographics to capture a good and representative range of opinions (a car show??).* (Staff, Festival of Nature)

An unexpected outcome from our engagements was the difference students felt from their involvement on the project:

“I feel engaged with the community by actively encouraging community participation”,  
Agency Project Student

“It’s been very good to find that there are a lot of people within communities that really do want change to happen” Hands on Bristol Student

“I don’t think I would have thought about how much I could do, personally, towards it, until we started this project. How much you can do as an individual is quite extreme” Hands on Bristol Student

“Lots of tiny little [changes] that anyone can do is really effective” Hands on Bristol Student

### 3.5. Legacy and outcomes

- The Inhale sculpture was donated and is currently being displayed at a local Science Centre (We the Curious, Bristol).
- Inhale also made it into campaigns and politics. Green Councillor Jude English stated that: “*There is a real role for art in making this invisible killer visible for the people of Bristol. Luke Jerram’s sculpture reminds us of the invisible particles that we breathe in every day. It reminds us of the consequences our poor transport infrastructure, congestion and reliance on cars has on our city and on each other.*”
- The pavement from the residents home to the high street was uneven and a mobility hazard. Hands on Bristol students opened a case with Highways and the pavement has since been fixed.
- A book on care home residents preferences for their community garden was gifted to Alive Growing Support, a Social and Therapeutic Horticulture organisation that enables older people in care to work together on gardening and nature-based activities. It has since been used by them to inform their decision-making on the site and is a living document for residents to add to.
- A number of INUDGE activities had follow-on events/projects, as a result of the how successful these were.
- Evaluation materials will be used in other activities and events.
- The data gathered from the Barton Hill local lunch was sent to Barton Hill Settlement's Senior Management Team to use as evidence to support funding bids for work in the area.
- The banner from the banner walk was used on a canvassing project led by Barton Hill Settlement.
- This event led to a community-led planter making session and soon another resident-led activity to address speeding.

### 3.6. Summary

The next section highlights what worked well/positive aspects and what didn't work so well/negative aspects, overall for the INUDGE project.

<b>What worked / Positives</b>	<b>What didn't work / Negatives</b>
Educational and learning value of events	Preaching to the converted?
Quality/in-depth conversations	Some materials were too complicated
Engagement with disadvantaged audiences	Too many activities/materials at once (this is only valid for large, busy events and was only an issue for staff, not visitors)
Variety of activities and events	Level of inactivation: audience felt they could not do anything about the issues

## 4. Reflections and recommendations

In this section, the evaluators reflect on the successes and challenges of the INUDGE project and offer some recommendations for the design and running of similar engagement projects in the future.

### Successes:

- **Variety of activities:** the wide range of activities developed made the project attractive to a range of people, from children to the elderly.
- **Variety of events:** attending different events worked out well, as it allowed engagement with a variety of people.
- **Legacy:** some of the materials developed, such as the Inhale sculpture, are currently being displayed (e.g. in a science museum) or being used for follow-on community projects/consultations and will live well beyond the end of INUDGE.
- **Inhale sculpture:** the size and look of the sculpture was key to the success in attracting and engaging people with the topics the project aimed to explore. In addition, working with a well-known artist such as [Luke Jerram](#) attracted media coverage and the attention of the public. The Inhale sculpture was particularly successful at making an invisible issue visible.
- **Community organisers:** Working with [Ellie Shipman](#), a participatory artist with expertise in arts-based consultations, was crucial to this project. As a former community development officer at the council, she provided the project with a variety of contacts in the city. Her knowledge of what works and does not work was critical to the success of community activities. Additional connections with professional Community Organisers (The Network at Barton Hill Settlement; and project coordinators from Alive Growing Support and resident's home) and informal community organisers (e.g. motivated and well-connected residents) were also crucial. They need to be involved in the project at it is their community that will be impacted and they need to have a sense of ownership if they're to continue after the project ends.
- **Community actions:** the project has taken an asset-based community development approach, actively listening to the needs of the communities and letting the project unfold that allow residents to lead the change.
- **Staff:** staff delivering the activities came across as engaged and enthusiastic about what they were delivering. They were also effective at adapting and reacting to unexpected events.
- **Student ambassadors/volunteers:** being able to work with ambassadors and volunteers was crucial to the success of the activities, helping to spread the workload and evaluate the work.
- **Food:** Having food available at events was important to break down barriers and bring people together.

- **Evaluation materials:** Some of the evaluation materials, such as the self-reflective logs, were shared with organisers at some of the events attended, who are now planning on using them next time for their own evaluation.

## Challenges:

- **No major challenges were observed:** overall the activities and events run as planned with only small issues encountered such as communicating science from a live research project (timings didn't always align/methodologies changed and data no longer valid).
- **Simplifying the message:** It was a challenge to hone the economic data into engaging information that the public would connect with, without losing the integrity and accuracy of the data. This took a lot of back and forth communication and negotiation between project staff and UPSTREAM researchers.
- **Preparation/training:** any staff involved needs to feel fully prepared ahead of any activities, in terms of public engagement This might involve longer briefing sessions or making training available for everyone. This would help all members of the staff, feeling more confident and relaxed about delivering the activities.
- **Preaching to the converted:** at times there was a sense of engaging with those who are already engaged with the issues explored by the project. However, these audiences should not be alienated and it is positive to keep an activity engagement with these people. The issue of engaging with already engaged audiences was mitigated by organizing specific community events, targeting different audiences, such as more deprived communities and the care-home residents.
- **Audience agency:** some visitors felt there were some steps and actions they could take that could lead to change. But a number of visitors also expressed a sense of impotence.
- **Too much:** staff delivering some of the activities felt there was perhaps too much variety, which made it challenging to manage and at times confusing.

## Recommendations:

- **Preparation:** more time needs to be dedicated to prepare staff (research staff and volunteers) for the activities and events. In the future we strongly recommend that staff is given the opportunity to attend a training session on public engagement and delivering activities (how to approach people, how to keep engagement going, providing information at the right level, answering questions, etc.). Alternatively, a longer/more in-depth briefing session should be available. We would incorporate such a session into any similar, future projects.
- **Planning:** when working with volunteers and ambassadors, it is important to plan effectively and map out who is needed for tasks. This should be done well in advance,

to make good use of staff and time available. Using a responsibility assignment matrix (RAM also known as RACI) has been suggested by a member of the project team.

- **Before and after:** In the future, projects should aim to capture opinions before and after activities (e.g. entry and exit survey, captured on the day).
- **Variety:** although it is positive to have a variety of activities that appeal to different groups, etc., it is important to make sure this is manageable for those delivering the activities. Fewer, focused activities are preferable and helps the participants attention, especially at large, busy events. It is worth mentioning that only staff delivering the activities felt there was too much on offer, the audience did not mention it in our evaluation.
- **Consultations:** these engagements were able to more deeply explore public opinion and thoughts about what they would like to see change. It would have been useful to embed these into all the public engagement activities, e.g. history walkers voting on what health aspect they'd like to be told about; participants of the stall and at the sculpture voting on which health aspect they preferred before and then after engagement (e.g. a coin drop before and after).



# Appendix I – Questionnaires

## Questionnaire – BETA testing Participants



### Questionnaire Citizen Engagement in Healthy Urban Development

Thank you for agreeing to participate and provide feedback. You have recently participated in an event and we are now asking you to reflect on how the day went, as we are collecting your comments and thoughts on it.

This questionnaire is being conducted as part of a UWE citizen engagement project on healthy urban development and it should take no longer than 8 minutes to complete.

Completing this questionnaire indicates that you give consent for these data to be used in this research study. All information you provide will be kept confidential. We will not pass your details on to third parties. All results will be anonymous in any reports or publications resulting from the research.

The evaluation is being carried out by researchers from the Science Communication Unit at the University of the West of England, Bristol, UK. All research carried out by the University of the West of England, Bristol is considered by a Research Ethics Committee. They protect your safety, rights, wellbeing and dignity, and are concerned with good research governance. This project has been reviewed and given permission to go ahead. If you have any ethical concerns about this research or the conduct of this research then please contact the Research Ethics Committee  
Email: [researchethics@uwe.ac.uk](mailto:researchethics@uwe.ac.uk).

This project is funded by The Wellcome Trust.

If you have any questions connected with the survey or would like more information, please email [margarida.sardo@uwe.ac.uk](mailto:margarida.sardo@uwe.ac.uk)

**Event name and location:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Overall, how would you rate this event? (circle your answer)**

<i>Excellent</i>	<i>Good</i>	<i>Average</i>	<i>Poor</i>	<i>Terrible</i>
------------------	-------------	----------------	-------------	-----------------

1. What motivated you to participate in this event?

2. What was your favourite aspect of the event?

The introduction to the day/event

Using the tool

General discussion

Socialising with likeminded people

Opportunity to have a say

Other:

3. What was your least favourite aspect of the event?

The introduction to the day/event

Using the tool

General discussion

Socialising with likeminded people

Opportunity to have a say

Other:

4. Was this a valuable experience? Please explain your answer.

5. Do you feel this event was an effective way to be consulted on your views?

Yes

No

I'm not sure

Why?

6. Did you learn anything that you didn't know before?

Yes

No

If Yes, please state what:

7. Did your perception of urban development change as a result of the event?

Yes

No

Why?

8. Is there anything we could do to improve this event for you?

9. Please add any other comments or suggestions you might have.

Thank you!

## Questionnaire – History Walk Participants



### Questionnaire Citizen Engagement in Healthy Urban Development

Thank you for agreeing to participate and provide feedback. You have recently participated in an event and we are now asking you to reflect on how the day went, as we are collecting your comments and thoughts on it.

This questionnaire is being conducted as part of a UWE citizen engagement project on healthy urban development and it should take no longer than 8 minutes to complete.

Completing this questionnaire indicates that you give consent for these data to be used in this research study. All information you provide will be kept confidential. We will not pass your details on to third parties. All results will be anonymous in any reports or publications resulting from the research.

The evaluation is being carried out by researchers from the Science Communication Unit at the University of the West of England, Bristol, UK. All research carried out by the University of the West of England, Bristol is considered by a Research Ethics Committee. They protect your safety, rights, wellbeing and dignity, and are concerned with good research governance. This project has been reviewed and given permission to go ahead. If you have any ethical concerns about this research or the conduct of this research then please contact the Research Ethics Committee  
Email: [researchethics@uwe.ac.uk](mailto:researchethics@uwe.ac.uk).

This project is funded by The Wellcome Trust.

If you have any questions connected with the survey or would like more information, please email [margarida.sardo@uwe.ac.uk](mailto:margarida.sardo@uwe.ac.uk)

#### Part 1 – About the event

Event name and location: \_\_\_\_\_

Date: \_\_\_\_\_

Overall, how would you rate this event? (circle your answer)

<i>Excellent</i>	<i>Good</i>	<i>Average</i>	<i>Poor</i>	<i>Terrible</i>
------------------	-------------	----------------	-------------	-----------------

10. What motivated you to participate in this event?

11. What was your favourite aspect of the event?

The introduction to the day/event

The walk

Expert leading the walk

General discussion

Socialising with likeminded people

Opportunity to have a say

Other:

12. What was your least favourite aspect of the event?

The introduction to the day/event

The walk

Expert leading the walk

General discussion

Socialising with likeminded people

Opportunity to have a say

Other:

13. Was this a valuable experience? Please explain your answer.

14. What do you think the purpose of these activities was?

15. Do you think this activity make you think and feel differently about the factors affecting public health in cities?

Yes

No

If Yes, please state how

16. Did you learn anything that you didn't know before?

Yes

No

If Yes, please state what:

17. Did your perception of urban development change as a result of the event?

Yes

No

Why?

18. Is there anything we could do to improve this event for you?

**Part 2 – About you**

19. Please state your age:

18 to 24 years

25 to 44 years

45 to 64 years

64 years or above

Prefer not to say

20. What's the first part of your postcode?

**Part 3 – Final comments**

21. Please add any other comments or suggestions you might have.

Thank you!



# Appendix II – Snapshot Interviews

## Snapshot interview schedule – Festival of Nature



### Snapshot Interview Schedule – i-NUDGE

#### Notes for interviewers:

- Make sure you obtain verbal consent and record it prior to commencing the interview.
- *Interviews are audio recorded. Keep a careful eye on the time (aim for 90 seconds to 2 minutes) and also how bored the interviewee is – cut the interview short if you're not getting much info out of them!*
- *Try to get **a range of ages, genders, backgrounds** etc. throughout the day.*

Thank you very much for agreeing to participate. It should take less than 2 minutes and I'd appreciate it if you could be as honest as possible about what you think about this activity. Your comments will be made anonymous in all materials and since no personal information will be kept it's not possible to withdraw from the study.

#### **Do you consent to this interview?**

- What attracted you to this particular stall?
- Did you enjoy the activities and materials available? If yes, in what way? If no, why not?
- What was your favourite aspect of this stall?
- What was your least favourite aspect of the stall?
- What do you think the purpose of these activities was?
- Has this installation made you think differently? How does the installation make you feel?
- Do you think these activities make you think and feel differently about healthy urban environment?
- Would you prefer materials on this subject (healthy urban environment) in another format, such as a leaflet, posters, videos, etc.? Could you please explain why?

We are nearly there, just a couple of quick questions:

- How old are you?

18 to 24 years

25 to 44 years

45 to 64 years  
64 years or above  
Prefer not to say

- What's the first part of your postcode?
- Is there anything else you would like to add about this stall and activities and your experience today?

Thank you very much for your time!

## Snapshot interview schedule – Clean Air Day Stunt



### Snapshot Interview Schedule – i-NUDGE

#### Notes for interviewers:

- Make sure you obtain verbal consent and record it prior to commencing the interview.
- *Interviews are audio recorded. Keep a careful eye on the time (aim for 90 seconds to 2 minutes) and also how bored the interviewee is – cut the interview short if you're not getting much info out of them!*
- *Try to get **a range of ages, genders, backgrounds** etc. throughout the day.*

Thank you very much for agreeing to participate. It should take less than 2 minutes and I'd appreciate it if you could be as honest as possible about what you think about this activity. Your comments will be made anonymous in all materials and since no personal information will be kept it's not possible to withdraw from the study.

#### **Do you consent to this interview?**

- What attracted you to the sculpture?
- How does the sculpture make you feel?
- Does it make you think and feel differently about healthy urban development?
- What do you think the purpose of the sculpture is?

We are nearly there, just a couple of quick questions:

- How old are you?

18 to 24 years

25 to 44 years

45 to 64 years

64 years or above

Prefer not to say

- What's the first part of your postcode?
- Is there anything else you would like to add about this?

Thank you very much for your time!

## Snapshot interview schedule – Final UPSTREAM conference



### UPSTREAM Final Conference – Snapshot interview schedule

Thank you very much for agreeing to participate. It should take less than 3 minutes and I'd appreciate it if you could be as honest as possible about what you think about this activity. Your comments will be made anonymous in all materials and since no personal information will be kept it's not possible to withdraw from the study.

#### Do you consent to this interview?

- Did you enjoy the activities and materials displayed? If yes, in what way? If no, why not?
- Were you surprised by the findings from the UPSTREAM project? If so, any in particular?
- How much influence do you feel you have regarding decisions on the urban environment?
  - no influence
  - very little influence
  - little influence
  - some influence
  - lots of influence
- Do you think these activities make you think and feel differently about healthy urban environment?
- What's the first part of your postcode?
- Is there anything else you would like to add about these activities and your experience today?

Thank you very much for your time!

# Appendix III – Observations

## Observation schedule

### i-NUDGE Observation Guide

Please use this guide to record as much as possible about the observation. If unobtrusive circulate around the room/venue whilst observing.

<b>General information</b>		
<b>Event name:</b>		
<b>Location:</b>		
<b>Date:</b>	<b>Time (start observation):</b>	
<b>Details about participants</b> (institutions, roles, etc.):		
<b>Estimated Audience Number:</b>		
<b>Estimated Male/Female Ratio:</b>		
<b>Average dwell time:</b>		
<b>Audience Type</b> (families, groups of friends, couples, etc. and size of groups, multi-generational, age range?):		
<b>Any general <u>pre-problems</u></b> (accessibility, logistics, weather, scheduling, technology, etc.)?		
<b>The Activity</b>	<b>Start Time:</b>	<b>End Time:</b>
<b>Activity type:</b> (presentation, discussion, hands-on, etc.)		

**Environment:** (lighting, room size and format, technology available etc.)

**Participants' engagement**

**Engagement level:**

- High engagement
- Average engagement
- Low engagement

**Easiness of engagement:**

- It's easy to engage with the participants
- It's neither easy or difficult to engage with the participants
- It's difficult to engage with the participants

**Interaction between participants:**

- Participants interact with each other
- Participants don't interact with each other

**Identify any particularly interesting or challenging issues:**

**Interaction between visitors and the exhibition:**

**Annotated agenda** (Please describe each part of the day, including notes on all activities, break-out groups, presentations, agenda, etc.):

**Diagram of Venue:** Please insert a diagram of the venue either before/after the observation here







**Please add any other thoughts, comments or reflections about the event.**

Thank you for your time!

## Self-reflective log for teachers



Please complete this reflective log as soon as possible after the event. Ideally, it should be completed a couple of hours after the event or in the next day or two (at the latest).

What went well from the engagement?

What would you improve next time?

Did you think the pupils began to think and feel differently about the places in which live in?

Did you think the pupils began to think and feel differently about their role in the decision-making process?

Are there any outcomes from this engagement (e.g. follow-up lesson plans)?

Thank you for your time!