

**CREATE FOR NATURE**

**Project Report Template**

As the funding for each project comes to an end, we will be creating a Project Report. This report will be circulated to members of the Brightlife Partnership and Older People’s Alliance. It will also be available on the Brightlife Legacy site, which is an online repository for all learning gathered through Brightlife. Importantly, it will also provide a valuable resource for you as the project provider, as you’ll be able to use it as both a tool for reflection and as evidence of what your project achieved.

The report will include:

* A basic description of the project, including contract value and length
* Data regarding KPIs and outcomes (quantitative and qualitative)
* What was tested and what was learnt
* Sustainability of outcomes for individuals and the organisation itself

The report will draw on information from a range of sources, including project monitoring spreadsheets, CMF data and contract management discussions. We are keen to make sure that the provider’s own voice is captured as part of the report and that is the purpose of this template.

Please complete each section of the template with as much information about your project as possible. The main purpose is to gather information about test and learn, so we’re interested in what you tested, how you tested it, what you learnt and what you changed as a result.

We will incorporate what you tell us into a draft Project Report, which will then be sent to you for comments. A final report will then be produced.

If you have any questions about this template, please do not hesitate to get in touch with Mandy Roberts or Chris Mitchell at Brightlife. Many thanks for taking the time to complete it.

**1. PROJECT DELIVERY**

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| Describe how you delivered your project. What stayed the same as your original plan and what changed? What was added or removed along the way? |
| We began by advertising the volunteering opportunity in a variety of local locations, waiting rooms, village halls etc, and a wide variety of existing support networks. We also advertised in local magazines.  We then hired a session leader and began delivering workshops days every Monday. It was a great success quite early on, and we soon established a solid regular group of participants. Together they formed a strong social bond, and began inputting into the direction of the project very early on.  The original plan involved getting Cheshire College South and West students(also partners in the wider Create for Nature project) involved with the group in an inter-generational mentoring sort of way. This proved difficult because of staffing and transport issues within the college and so did not happen.  An unexpected development however was how able and willing our Brightlife participants were at helping to run corporate team building events in the workshop. This has enabled us to add to the sustainability of the ongoing project.  We also didn’t expect the group to be as involved in the marketing of the product as they have been. |
| Please list the key learning points that led to the changes described above. List each learning point and how you implemented the learning (i.e. how did you change your project?). |
| The key learning point in utilising the help of our participants as team building volunteers was seeing just how able they were. Most of the group were retired, and had a wealth of experience and skills from their working life that they brought to the project.  When we realised there was the scope and interest in the group for expanding their involvement we made sure that we had group discussions looking at other ways participants could be involved. |
| If you were starting your project again, what would you do differently? |
| I would use communications technology more. In discussion recently one of the participants suggesting setting up a Whatsapp group for them. I had no idea that they would have Whatsapp, but all bar a couple of them already did, and the others were happy to get it. Its now set up and a great way for them all to continue interacting when not is a session, share pictures of work etc |

**2. PROJECT OUTCOMES**

The specification for this project listed the following outcomes:

* Isolation amongst older people is reduced
* Older people have frequent and meaningful relationships
* Older people are more engaged in the design and delivery of services
* Older people have improved well-being and interdependence

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| Please describe how your project achieved these outcomes |
| Without any doubt I would say this project has had a significant positive social impact for the all members of the group. I’m very proud and honoured to have been a part of it, and have genuinely been amazed by the lack of opportunities for meaningful interaction that are generally available for this age group.  They have embraced the ethos of the project completely, and have supported and encouraged each other in learning the skills and creating the project.  They have formed a strong social bond and aside from holidays and occasional other commitments they attend every week, giving the group a really strong cohesive identity. They have expressed their value for the group, and the difference it has made to them. Several of them also meet outside the group, and have formed meaningful relationships beyond the limits of Create for Nature.  As outlined in the previous section the participants have also been instrumental in the direction and development of the group. |
| Please describe any additional or unexpected outcomes as a result of delivering your project |
| I think the thing that has surprised me most is how meaningful activity, doing, making, helping, has an enormous boost to peoples wellbeing. I will expand on this more in question 3 below. |
| Were there any outcomes you were unable to achieve? What prevented you from achieving these? |
| As previously mentioned, the intergenerational element of the project proved too difficult to facilitate. |

**3. WORKING WITH PEOPLE AGED 50+**

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| What have you learnt about reaching and working with people aged 50+? |
| The absolute key thing I have learned in this project, and the thing that I would definitely like to share with anyone working with this age group, is that people have an innate desire to be helpful, rather than being helped. I think this may be more true with male participants, and also may be more accentuated because of the ‘can-do’ attitude in the generation we are engaging with.  We have found that participants are far more likely to engage when they are asked to give their time to something helpful, where they can make a positive difference to something, than they are is they are offered something purely for their own wellbeing. This may also to an extent be a pride issue “I’m fine, I don’t need help!” .  The individual reasons will of course vary, but across the board I have found that people have a deep, instinctive need to be useful, relevant, and this is a real challenge to the older generation who find themselves without that greater work context and purpose in later years.  And the fact is, they are incredibly able, with a lifetime of experience and know how, and it truly is a waste of a societal resource as well as a tragedy on an individual level that there aren’t more structures in place to offer meaningful engagement. |
| Have there been any particular successes or challenges with relation to reaching and working with this age group? |
| I think seeing such strong friendships emerge has been the greatest success of the project, and I think the biggest challenge has been reaching the people who are most in need of interaction. |

**4. PROJECT SUSTAINABILITY**

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| What have you learnt about sustaining outcomes for participants when funding comes to and end? What have been the successes and challenges? |
| We have been successful in selling enough product to sustain the project when the funding period ends, the challenge now is to sustain that level. It has been a challenge for me to make sure the necessary work is complete for orders to be fulfilled, whilst at the same time keeping the sessions fun, varied, and not too ‘work-like’. We tend to split and vary tasks and projects to make sure this happens |

**5. ORGANISATIONAL CHANGE**

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| Has your organisation changed the way it works as a result of being involved in Brightlife? What has changed and how will it help you in the future? |
| Brightlife’s help in helping to get it off the ground, and developing its direction, has been a major development for Cheshire Wildlife Trust, both in terms of engagement and in terms of profit generation for greater self-reliance as a charity. |
| Is your organisation more sustainable as a result of being involved in Brightlife? How has this come about? |
| Definitely. A focus of the project, in addition to engagement, has always been helping CWT become more self-reliant and sustainable by generating income to fund our vital conservation work in the region, and it has been successful in doing so. |
| Is your organisation working with new partners as a result of being involved in Brightlife? What type of work are you doing together and what are the benefits? |
| Yes, we have formed a very strong working relationship with another Brightlife funded organisation, The Welding Academy.  Together we are making product, and are currently working on a major project for Warrington town council. |

**6. ADDITIONAL INFORMATION**

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| Is there anything else you’d like to tell us? |
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