



Evaluation report of Down to Earth's 'Building Community' project

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Earth



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EXECUTIVE SUMMARY

The 'Building Community' project was funded for 3 years through the Big Lottery Fund "People and Places" programme. It delivered training to people from marginalised communities with the aim of furthering their personal development, teaching new practical skills and increasing their knowledge of sustainable development. It has delivered 20 eight week training programmes to 177 participants from across South Wales, 139 of whom received accreditation. The project supported 179 volunteers, 57 of whom were accredited, who contributed 596 working days.

The project worked to four project outcomes with 11 associated indicators, and an additional 5 indicators to ensure partnership working, outreach to organisations and the dissemination of learning and techniques. All of the project outcomes were met, with 2 exceeded, and 10 of the 15 indicators were exceeded.

The project has had a profound effect upon participants' and volunteers' aspirations significantly raising their self belief and confidence. Through undertaking teamwork, manual labour and learning new skills participants changed their self perceptions to consider possible employment, or future life goals such as new volunteering or education opportunities; and general consensus was that the project had greatly increased physical and mental well being.

The project has effectively combined these personal development outcomes with current social imperatives. The focus upon learning about sustainable development was combined with social inclusion between disparate communities, increased understanding of equality and a sense of belonging; thus furthering social cohesion. This was a unique model of working; made successful through specific methods of working, high levels of expertise within the Down to Earth staff team and significant partnership working.

Environmental and construction organisations were in agreement that the buildings that have been created are unique and exemplar in quality, the use of sustainable techniques and design, and in the process that was used to build them. They stand as a resource for both local communities and partner organisations and as a living example of how environmental development coexists with social and personal development.

SECTION 1: BACKGROUND TO THE 'BUILDING COMMUNITY' PROJECT

About the 'Building Community' project

Down to Earth's 'Building Community' project was funded by the Big Lottery Fund from 2014. It was a 3 year project consisting of a series of 8 week training programmes aiming to:

1. Teach participants sustainable building techniques and accredit these new skills.
2. Increase participants understanding of sustainability.
3. Work with the most marginalised communities to enable participants to increase confidence, social skills and enhance employability.
4. Provide progressive, accredited volunteering opportunities through construction and mentoring participants.
5. Create a low impact training centre as a community resource.
6. Share good practice and innovation with partner agencies and organisations.

This link is to a video about the project: <https://youtu.be/sN2bAs3iKeE>

The external evaluation

C.A.R.P. Collaborations were commissioned to complete an external evaluation. All of the monitoring data was collected and collated by Down to Earth and used by C.A.R.P. Collaborations, in conjunction with primary data, to provide an objective evaluation. The evaluation's purpose was:

- To use monitoring data and report upon whether project targets have been met.
- To explain the data regarding how outcomes have been met.
- To describe the journey of the project, highlighting relevant learning.
- To account for participants' viewpoints about the project and programme outcomes.

Evaluation methods

The evaluation involved various activity based methods designed to be inclusive of diverse literacy levels and a mix of individual and group work. The methods used were:

- An individually completed questionnaire of 5 questions, each one relating to a project outcome, enabling an analysis of the distance travelled for each individual.
- Staff observations from each session.
- Participants' reflections of what they were learning within each session.
- A visual method, recording, on a scale of 0- 5, participants' feelings about the 4 project outcomes at the start and end of each course.
- End of course creative method focus groups facilitated by the external evaluators.
- Monitoring data recording demographic information for each participant.

- Video diaries or audio interviews created in the middle of each programme.
- Evaluator informal interviews and observations at events.

The evaluation involved short, participatory, activity based methods but many participants found them too hard to complete because:

1. They were not practical enough, involved reflection and were not active.
2. Talking about thoughts, feelings and personal reflection was considered too personal.
3. Certain disabilities and medication caused concentration difficulties.

There was individualised monitoring and evaluation data for 114 of 155 course participants. 74% of participants contributed to monitoring and evaluation data, enabling clear trajectories and themes to emerge from a robust evaluation with concrete conclusions.

Participatory Action Research approach

The monitoring used a participatory action research approach, whereby feedback was sought from participants, volunteers and referral agencies regarding the accessibility and delivery of methods. Project participants had a range of specific needs and it was found that some questions and scalings within the monitoring were confusing or not suitable for group work. The project modified the phrasing of questions in two activities, the scaling of one activity and changed a fourth activity from group work to individual work. As a direct result of feedback, participants in year two were able to engage more easily. Initially video diaries were used but many participants refused to be filmed. The method was changed to recorded audio interviews, but this was found to be too staff intensive and therefore from year 2, participants were interviewed with written notes made. Removing recording devices created a more casual environment that participants found more comfortable.

The demographics of participants

177 participants attended the Building Community project, with 155 attending two or more sessions. 170 participants were unemployed and 76 had a disability. Participants were from a diverse range of organisations and various local authorities including City and County of Swansea, Carmarthenshire, Rhondda Cynon Taff, Neath Port Talbot, Merthyr and Bridgend.

ages	male	female	Total
16- 24	43	6	49 (28%)
25- 35	32	8	40 (23%)
36- 50	39	26	65 (37%)
51+	16	4	20 (11%)
unknown	2	1	3 (2%)

total	132 (75%)	45 (25%)	177
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SECTION 2: ASSESSING OUTCOME 1 ‘INCREASED EMPLOYMENT, EDUCATION AND PERSONAL DEVELOPMENT OPPORTUNITIES FOR HARD TO REACH GROUPS AND THE LOCAL COMMUNITY’

There were 3 indicators for achieving outcome 1, each of which is discussed prior to offering summary conclusions.

Assessing Indicator 1: The number of programmes offered to beneficiaries

The table below details the number of programmes delivered for each year of the ‘Building Community’ project. Each programme was 7-8 weeks long. In year 3 Down to Earth secured a new grant from The Big Lottery and in agreement with funders, did not run one of the courses. Down to Earth applied flexibility and good partnership working in order to deliver all of the courses, often needing to rescheduling sessions that were postponed or cancelled due to referral agency timetables or staffing issues. This indicator was fully met.

	Target	Delivered programmes
Total	21 (negotiated to 20 in yr 3)	20

PHOTO: Group session within one of the 8 week programmes



Assessing indicator 2: The number of participants who report increases in self esteem

This indicator was partially met, as detailed in the table below.

	target reporting higher self	actual reporting higher self esteem
total	168 participants	135 participants (80% of target)

There were significant mitigating considerations regarding measuring self esteem:

1. 177 people were recruited to the project, but 155 fully engaged. The total number of engaged participants was below 168, and therefore the indicator could not be met.
2. Only 74% of participants were able to complete evaluation activities, all of whom reported increased self-esteem. It could be assumed that this pattern would be replicated for the remaining 26% of participants; leading to a 92% met target.
3. All qualitative data showed high levels of increased self-esteem. This indicator was fully met for all the participants; but this is not reflected within numerical targets.

Participants said they enjoyed the project, but had found it challenging and therefore the self esteem they had gained had not been an easy achievement. Eight themes arose regarding the ways in which participants felt their self esteem had increased.

1. *Self esteem through raised confidence*

Participants described increased confidence as the programmes progressed. For example, one man said that at the start of the course he felt like a ‘non person’ due to the impact of an injury, but by the end of the course he reported realising that he could have new horizons and life options. Other participants described the course as a journey, gaining confidence and mental well being through learning manual activities. The majority of participants identified increased confidence as their most important achievement with Down to Earth:

‘Being here has increased my confidence levels – I’ve noticed that.’

‘I’ve realised that people and Family and doctors and therapists can want you to do things and try things. It takes confidence though and self-esteem. Nothing can be done – it’s down to the individual.’

A trajectory of increase confidence is evidenced in the table below:

Statement asked: **I feel better about myself and have confidence**

Scores:	1 (low)	2	3	4	5 (high)	Total in M and E
Start of prog.	10	21	48	34	43	156
End of prog.	0	9	28	42	48	127 (29 drop out)

Volunteers and project workers witnessed changes in people’s confidence:

‘I’ve seen the difference it has made to people up close, how someone’s confidence can rocket from zero to high in a matter of weeks.’ [Worker within a referral agency]

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2. Increased self-esteem through the development of self-worth

Many participants had little worth and felt that they did not make positive social contributions; often through the impact of having trauma injuries or living with difficult social circumstances (e.g. unemployed, learning disabled, asylum seeker etc). Whilst experiencing diverse situations they gained esteem through self-value in similar ways:

‘I’m never going to be the same person again [as before a trauma injury] but I can achieve, and the person I am now is actually O.K. I can contribute to others now.’

‘It’s helping me become a better a person and that’s what I need to become a better father.’

The table below shows how participants rated their value to others during monitoring:

Statement asked: Most people who know me listen to my ideas and opinions

scores:	1 (low)	2	3	4	5 (high)	Total in M and E
Start of prog	10	13	40	44	31	138
End of prog	2	6	25	47	34	114 (24 drop out)

3. Raised self-esteem through a sense of achievement and progression

Participants spoke about gaining self-esteem through seeing the progress of the building, making a link between their physical work and a concrete, tangible product. Some gained a sense of achievement just through attending the programme; establishing new life goals through getting out of the house, having new routines, and being productive:

‘Before I came here, I thought that I couldn’t do anything. But now I feel more confident- I want to try different things that I haven’t done before. This feels good the work that we do here. It feels good, like you’re achieving something.’

4. Self-esteem through learning coping skills

Participants reported learning coping mechanisms that would enable them to change aspects of their lives. Coping mechanisms were also described to be ‘self-belief’ ‘self-discipline’ ‘gaining inspiration’ and being ‘stronger in myself, overcoming worries.’

5. Esteem through being trusted and given responsibility

Staff trusted that participants would be able to do the tasks, be self-directed (with support if necessary) take responsibilities and assess risk. This belief in participants had a large impact upon participants’ self-esteem, best exemplified within the comment:

‘I can’t believe I’ve been trusted with tools! No-one would trust me with an axe – no-one in my daily world. It feels good for it to be assumed that I can do it and if I don’t know how – they’ll show me what to do so that I can do it.’

6. Esteem and confidence through overcoming challenges

Many participants initially felt that they would not be able undertake the activities and were surprised that they could do it, that they also enjoyed it and found it easier than anticipated.

‘Some of the work takes me out of my comfort zone beyond it- but I need that ... The more challenging something is for you to do, the more you learn from it. This project teaches you that there are lots of things that you can do if you just give it a try and have a go.’

Participants identified successfully taking risks, such as lighting fires, and overcoming fears as a source of raising self esteem:

‘I have faced my fears- so have others like X [participant’s name]. I didn’t like the mud when I came here and didn’t want to walk there’ . . .(another participant contributes) ‘but now you put mud on the walls!’

7. Esteem through gaining motivation

Participants identified gaining self motivation as a key to gaining self esteem:

‘I have to see this through to the end of the build. I feel involved now and want to stay involved.’

7. Esteem through having fun

PHOTO: fun whilst clay plastering



Almost unanimously, participants expressed personal enjoyment through attending the training:

‘This place is relaxing and brilliant’

Having fun, enjoying the company of others and having a break from day to day experiences significantly contributed to a rise in self esteem.

Numerically, this indicator was below target; but the high increases in self esteem and personal outlook that the Building Community project has enabled participants to experience is outstanding; particularly given the complex lives and vulnerabilities of the majority of participants.

Indicator 3: number of beneficiaries achieving accreditation in practical, vocational and sustainable skills

Four different level 1 qualifications were offered to participants ranging from health and safety to woodwork. Throughout the project this indicator has been exceeded, which was a

significant achievement, particularly as processes for accreditation can be inflexible and not best suited to vulnerable people who may have low literacy or concentration levels. One worker's sessional sheet stated:

'Need to finish accreditation paperwork next week-always a long activity-struggling with paperwork and concentration'

	Target no. receiving accreditation	Actual no. receiving accreditation
Total	129 participants	139 (108 % of target) participants

PHOTO: Learning to use power tools



Participants, particularly women and people with learning difficulties, expressed a sense of achievement at having learnt to use power tools and new skills they could use at home such as insulating, fencing and path laying:

'There are lots of things that I have enjoyed-mostly learning new skills that I didn't have before. It makes me want to have a go and try everything.'

Some participants also learnt new social skills such as working in a team, and there was general consensus that confidence and self belief had increased because they had learnt skills that thought they may not be able to do.

Relating the new skills to employment

The programme developed the confidence and interpersonal skills of participants who were looking for employment and was described as a catalyst for finding work:

'I thought it would help me get back to full time work. Being here, I can see how my energy is increasing, I can see what progress my health and my mind are making.'

'It pushes you, just like work... this gets you used to a bunch of different tasks and gets you ready for work again.'

The table below shows a significant increase in how participants rated the practical skills they had to enable them to get employment at the end of the course.

Statement: I think I have learnt practical skills that may help me get work in the future

Scores:	1 (low)	2	3	4	5 (High)	Total in M and E
Start of prog	17	13	26	30	47	133

End of prog	0	4	12	44	53	113 (20 dropout)
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Learning transferable skills that help in wider life

All participants described learning skills that would help with wider life. Regardless of employment prospects, they had learnt social skills, personal resilience and motivation:

‘I believe it is a fantastic programme for people to gain valuable skills, not only practical, manual skills but social skills which they can utilise outside of the programme.’

Difficulties in talking about work for some social groups

Some participants could not work because of disability or asylum status, and discussing the possibility of work in the future was a difficult, and in some instances upsetting, proposition to consider. However, the project helped these participants focus upon their own personal development, in terms of volunteering or further study:

‘It is very nice to get out of the city. Sometimes you are sitting in your room and you are thinking too much, you get depressed. It is good to be working. I want to work.’
[Asylum seeker, denied the right to work by Government policy]

Conclusions to achieving Outcome 1

Outcome 1 consisted of three indicators; one was partially met, one was met, and one was exceeded. However, given the methodological problems with indicator 2, and the considerable strength within the qualitative data regarding raised self esteem, this outcome should be considered fully met. The project has clearly delivered upon outcome 1 through delivering a programme that has enabled increased employment, education and personal development opportunities; but most importantly, the project has supported profound changes in how many participants viewed themselves. It has not just provided activities for development, but enabled participants to have the confidence, self reflection and self belief in themselves; thereby improving individual ability to seek out opportunities for personal advancement and employment. The approach used has had significant personal impact upon the majority of participants. Referral agencies stated that the project had achieved improvements in self esteem that social care organisations aim for, and individual rehabilitation progress had accelerated through the confidence gained whilst participating in the project. These outcomes are significant achievements; particularly for an organisation that is not practising what is traditionally considered social care or health care; and within an 8 week timeframe.

SECTION 3: ASSESSING OUTCOME 2 ‘INCREASED COMMUNITY COHESION THROUGH ENGAGEMENT IN SUSTAINABLE DEVELOPMENT AND THE CHALLENGES OF CLIMATE CHANGE, RESULTING IN INCREASED EQUALITY’

There were 3 indicators associated with this outcome. They are examined below before a discussing increased social cohesion and equality as an outcome of the project.

Assessing indicator 1: Engagement in sustainable development and challenges of climate change and/ or accreditation through Agored Cymru in sustainable development or related subject

This indicator was measured through compiling the number of participants who attended 2 or more training sessions and also gained accreditation in sustainable development. The table below shows that it was exceeded.

	Target in sustainable development	Actual in sustainable development
Total	129 participants	139 participants (108 % met)

Sustainable development was not a priority issue for participants prior to attending Building Community. The training enabled engagement in sustainable development activities and raised awareness of environmental issues, although the level of this new awareness varied. There was a large trajectory increase in understanding about sustainable development:

Statement: I understand why I need to look after people and the environment

Scores:	1 (low)	2	3	4	5 (high)	Total in M and E
Start of prog	6	11	30	32	59	138
End of prog	1	2	17	36	62	118 (20 drop out)

Participants spoke about applying the new knowledge they had to their existing knowledge, their personal lives and their communities:

1. *Relating existing knowledge to sustainable building techniques*

Some participants applied their new knowledge to their existing skills:

‘As a builder and in the trade for more than 30 years-I’m not usually the best advocate for green measures. But this project gives you a different perspective on building. It’s also helped me realise that I am greener than I thought I was.’

2. *Applying sustainable development in personal lives and households*

Participants spoke about applying their new knowledge, describing how they had built in their gardens and shown family members how to build and live more sustainably:

‘I am teaching our daughters about the main sources of pollution, and using practical and physical skills at home’

The table below shows a strong movement towards recognising the need to live sustainably:

Statement: In my daily life, I need to do more to look after people and the environment

Scores:	1 (low)	2	3	4	5 (high)	Total in M and E
Start of prog	5	10	35	48	40	138
End of prog	4	8	17	45	40	114 (24 drop out)

3. Applying sustainable development to neighbourhoods and communities

Services users of one of the referral agencies were building a sensory garden on their property using sustainable techniques and the consensus view was:

‘We can spread the word, explain to our communities all of the technical terms and spread more awareness of why this is important.’

The monitoring data showed a large, significant change in terms of participants feeling that they had the skills to improve the look and feel of their community as shown in the table below.

Statement: I have the skills to improve the look and feel of my local area

Scores:	1 (low)	2	3	4	5 (high)	Total in M and E
Start of prog	13	20	42	26	37	138
End of prog	4	8	21	38	43	114 (24 drop out)

This indicator was exceeded, and participants not only engaged in sustainable development activities but also learnt tools to be able to apply their learning to their lives.

Assessing indicator 2: The number of participants having an increase in social interaction and meeting new people

This indicator was measured by tracking the number of participants who attended 2 or more sessions.

	Target for increased interaction	Actual for increased interaction
Total	168 participants	155 participants (92 % met)

Throughout the project this indicator has been slightly below target, because a few participants have not had regular attendance. Project staff faced significant challenges with regards to attendance. Firstly, referral agency staffing issues affected their ability to support clients to attend on a weekly basis. Secondly, unexpected arising personal issues for

participants have created significant barriers to sustained engagement. Lastly, some participants found getting themselves to sessions a challenge. For example, upon starting the programme in session 1 participants said things like:

‘[The best thing about the courses] Getting here and turning up. Just getting out of the door is major.’ [participant with poor mental health]

The table below shows a very significant trajectory towards having friends and learnt social skills by the end of the programme.

Statement: I have made friends and have more social skills from attending these sessions

Scores:	1 (low)	2	3	4	5 (high)	Total in M and E
Start of	7	21	27	36	45	136
End of prog	0	2	16	36	60	114 (22 drop out)

Of particular value for increasing social interaction was the experience of meeting new people and having peer support, being engaged in teamwork, developing social skills and sustaining friendships.

1. Meeting new people and developing peer support

Newly arrived asylum seekers, people recovering from traumatic brain injury and adults with learning difficulties experienced high levels of social isolation within their lives and most participants said they had learnt to make new friends that had reduced social isolation:

‘I often feel isolated. Here is good with everyone.’

Participants described a process of developing friendships; moving from apprehension in session 1, (particularly for those who rarely left the house or did not socialise), to a sense of trust, camaraderie and emotional support by session 4. This process of friendship had a high impact upon participants, enabling discussions about difficult personal situations and peer support beyond the project activities. All the groups valued working and meeting people who had similar life experiences to their own:

‘None of us knew each other before but it’s good company together – we can help each other. It is comforting to be here- to be in the same boat with others.’

2. Gaining social skills

Prior to attending the courses many participants felt concerned about meeting new people. Participants and referral agency staff reported that undertaking teamwork and meeting new people led to learning soft skills such as communication and sociability. Participants learnt to meet new people, re-learnt how to have conversations, understood teamwork and were involved reciprocally in peer support:

'I was worried about meeting people, I like to keep myself to myself. But everyone here is great, and welcoming.'

3. *The importance of team work*

PHOTO: Teamwork in action



Unanimously participants stressed the importance of teamwork to making new friends and having positive social interaction. Teamwork was described as being supportive camaraderie that led to a sense of belonging:

'I enjoy being in a place where everyone is working, being with them and being one of them again.'

4. *The development of sustained friendships*

Some participants developed friendships that were sustained outside of the course activities if they lived in the same neighbourhood or used the same community services, which was particularly valued by those who had experienced high levels of social isolation:

'We're more friendly and have grown in our relationships. Before we were just a group. We sat in rooms together. Now we are helping each other and become proper friends.' [adults with learning difficulties attending the same day centre]

'I never spoke to her even though I saw her everyday at school, our kids are even in the same class. Now I look forward to coming each week and catching up with people.' [Two mothers looking for employment after children started school]

Assessing indicator 3: The number of celebration days

There were yearly targets for hosting celebrations at the building site as follows:

target no. of celebration days	actual no. of celebration days	total no. of attendees
7	7	626

PHOTO: Celebration day lunch



In year three, one of the celebration days was replaced by a launch of the training centre, which included speeches from the First Minister for Wales, the minister for Social Services and Public Health and a participant who had become a volunteer. The celebration days contributed to some of the project outcomes, enabling social interaction between community groups and referral organisations, teaching attendees about sustainability and sustainable building practice, and providing information about volunteering opportunities.

The celebration days fulfilled the following functions:

1. Outreach to engage with the local community.
2. Develop partnership working with cross sector agencies.
3. Enable transition for participants from the programme to volunteering.
4. Facilitate peer information between prospective participants and future participants.
5. Enable the sharing of good practice, gaining attendance from national agencies such as Centre for Regeneration Excellence Wales and Natural Resources Wales.
6. Celebrate the work and achievements of participants.
7. Reduce fear amongst vulnerable prospective participants about joining a programme.
8. Influence national and local policy.

Creating greater community cohesion and awareness of social equality

Outcome 2 includes a focus upon fostering community cohesion and equality. Through involvement with the Building Community project, participants felt that they were a part of a larger community of people, “giving back” and contributing:

‘I didn’t realise how important it was to be involved in giving back to the community. That makes me feel important and like I’m doing something that is needed.’

The celebration days themselves provided a challenge to preconceived ideas about social inclusion and segregation and how different social groups can come together to share goals. There was significant learning about inclusion and equity across many of the diversity identities, with attendees on celebration days talking about the ethos of equality and how the Building Community project was ‘Tackling social exclusion.’

Some non disabled participants said they had not been to an inclusive event before, and did not realise that the course could be undertaken by disabled people. Female participants said that they had started to undertake their own DIY at home rather than find a male friend or relative to do it and commented that the atmosphere was supportive and therefore they had developed physical and manual skills that may not have been in a different setting. Disabled participants valued the project for challenging their preconceived ideas about the limits of their own abilities whilst participants with learning disabilities welcomed the way staff ‘treated them like adults’.

Conclusions regarding the achievement of outcome 2

One indicator was exceeded, one met and one partially met and therefore this outcome was met, with all monitoring data showing high trajectories of change. The project has had a significant impact upon participants in terms of reducing isolation, furthering social inclusion and understanding of equality. Additionally, the project significantly increased understanding of sustainable development including how to apply it within personal lives. Building community staff facilitated teamwork and used innovative and unique mechanisms to further social inclusion through combining learning about social skills, environmental sustainability and group celebrations of personal achievements.

SECTION 4: ASSESSING OUTCOME 3 'IMPROVED LOCAL FACILITIES AND AN INSPIRING SUSTAINABLE EXAMPLE OF THE POTENTIAL OF COMMUNITY ENGAGEMENT AND WORKING TOGETHER'

There are 3 indicators associated with this outcome, and a discussion regarding the project's reach to the local community.

Assessing indicator 1: By the end of the project the creation of a completely sustainable exemplar facility

The building was completed by the end of year 2; 6 months ahead of schedule. To ensure that participants during year 3 continued to have the same training as other participants, an accommodation barn was built next to the training centre. The stages of building are shown in the photographs below.

Enabling works- 2014



Raising the timber frame- 2014



Timber frame and roof - Jan 2015



Living turf roof- April 2015



Straw bale walls from June 2015



Glazing windows fitted- Dec 2015



Raising the barn- June 2016



Barn construction Summer 2016



Experts and practitioners from within the construction industry and the environmental sector explained how the building is sustainable and exemplar:

‘It’s amazing what they have done here! It’s a cut-throat business construction; always down to the bone for profit. [There is] nothing like this. Not in sustainable construction. And it’s good to see it’s not for profit but something else. This is benefitting people and is unique.’ [Construction company director]

‘It’s unique; just anyone can volunteer. Other places charge £600- £700 per day but here you learn while you volunteer and the ethos is great. Everyone is so passionate, it’s not like “work”. In Wales there’s private individuals who do this, but not organisations. Some offer training at a cost, but not like this.’ [environmental auditors]

‘This is a very unique building. There’s only 4 companies who erect round pole structures. ... There is nothing else like it in Wales. The structure is unique and thermal qualities are incredible. The building is fully natural except for the concrete pads it sits on and the aluminium window frames.’ [architect]

The process, design and structure of the building programme were all highly innovative and an exemplar facility has been created. The environmental requirement set out in the planning document requires the training centre building to be graded by BREEAM (Building Research Establishment Environmental Assessment Method) to ‘Very good’ standard. However, it is likely to obtain ‘Excellent’ or ‘Outstanding’ once accreditation is complete.

Assessing indicator 2: The number of CPD training programmes offered to professionals

	Target for receiving CPD	Actual for receiving CPD
total	45 professionals/practitioners	67 professionals/practitioners (149% of target)

This indicator has been exceeded. In addition to delivering CPD in sustainable build methods, Down to Earth has also delivered courses in Environmental Sustainable Development and Global Citizenship in partnership with University of Wales Trinity St. David’s to 79 teacher trainees. Whilst this is not CPD it is a substantial training course that will impact upon teacher knowledge to be cascaded to pupils in schools.

Assessing indicator 3: At the end of the project a report is created on the project

This indicator has been exceeded. The Building Community project has produced detailed quarterly monitoring reports; culminating in yearly progress reports and a final project monitoring report. C.A.R.P. Collaborations were commissioned to undertake an external evaluation and produced verbal mid-year reports and yearly evaluation reports, which have been made publicly available. The final evaluation report is a product of these numerous embedded mechanisms. Additionally there has been on going dissemination of progress and learning through the celebration days, open days and the launch of the building. There are dissemination plans for the final report.

Conclusions regarding the achievement of outcome 3

Outcome 3 has been exceeded. The Building Community project has created a unique facility that has the support and interest of members of the surrounding Gower communities. There is evidence that the local community feel the training centre is of value and will enhance Gower communities, commenting:

‘I’m busy farming, but we are interested supporters.’

‘Oh it will be used by people on the Gower. We only have a few community buildings and they are mainly halls- they don’t lend themselves to everything! This could be used for all sorts of things and it will bring people onto the Gower too.’

The buildings are exemplar in sustainable build method and the process is a model of building social cohesion and personal development. Social groups at risk of marginalisation have learnt about sustainable development in a practical way. Additionally, the process of working has also had a significant impact in terms of demonstrating what can be achieved when disparate communities are brought together to work for a common aim.

SECTION 5: ASSESSING OUTCOME 4 ‘ENHANCED VOLUNTEERING OPPORTUNITIES RESULTING IN IMPROVEMENTS IN TRANSFERABLE SKILLS AND EMPLOYABILITY’

Outcome 4 has two associated indicators regarding the number of volunteers and the number who attain accreditation.

Assessing indicator 1: The number of volunteer training opportunities and programmes offered to volunteers

The table below details the target and actual numbers for volunteers within the Building Community project.

	Target number of volunteers	Actual number of volunteers
Total	42	179 (426 % of target)

This indicator has been significantly exceeded, with the total target number of volunteers met half way through the project timetable. The total volunteer hours was 4,661, 596 days. There were long term barriers including chaotic lifestyles, illness, medical conditions and benefit entitlement regulations that project staff had to overcome in order to ensure regular attendance, maintain motivation and enable skill progression.

Assessing indicator 2: The number of volunteers accredited through Agored Cymru in either traditional/ sustainable construction or related subject

This indicator has been exceeded. Volunteers were accredited with a choice of 6 single credit level 1 courses ranging from Health and Safety to introduction to fencing and construction volunteers could work towards level 3 in cutting docks, brambles and hedges.

	Target no. of volunteers	Actual no. of volunteers accredited
Total	42	57 (136 % of target)

In year 1, the project had met a third of the yearly target. At the start of year 2 building Community gained a year’s funding from Natural Resource Wales for a volunteer coordinator for a year This step enabled the targets for year one and year 2 to be exceeded and the project total to be exceeded by the end of year 2.

Not all volunteers wanted accreditation:

‘I didn’t do this for the accreditation I did it for the experience.’

Some volunteers were in life circumstances that meant they were unable to undertake paid work, and the volunteer role offered a sense of value and upheld routines, enabling them to maintain skills until they were able to return to paid work.

The different volunteer roles

The main volunteer roles were mentor volunteers who supported participants to participate and construction volunteers who specifically worked with developing the building. there were two other positions in monitoring and evaluation and project and site management. Different methods of recruitment and allocation were used. In year 1 volunteers were allocated to groups according to need and availability. In year 2, volunteers mentors were allocated to groups based upon their availability and through matching volunteer skills to specific groups. In year 3 volunteers applied online and there was no volunteer mentor role. The approach taken in year 2 to match volunteers was highly successful in enabling participants to gain confidence and social interaction. Additionally, volunteers commented that they liked the way in which they had been matched to groups and some did not like the process implemented in year 3, finding it a bit impersonal:

‘There didn’t seem to be a role for me like before. I Know you have to go online and book a place if you want to come and volunteer, not like before, it used to be a lot more flexible.’

Volunteer construction workers appreciated using their building skills and giving back to their local community and volunteer mentors enjoyed contributing to the changes in participants’ confidence and aspirations. All volunteers were impressed at how the project

related sustainable building practice to social aims and inclusion through the principles of sustainability:

‘The ethos of Down to Earth works really well because it creates a leveller- we’re all the same.’

Progression to and from volunteering

The volunteering roles were open to people who had not been participants but also offered a progression for previous participants:

‘I came into volunteering through being a participant. I don’t know what I’d do if I wasn’t a part of this; it would break my heart. But lots of people want to be volunteers, there’s a load of people coming through. It gives participants something to move onto.’

There were increases in aspirations for some participants who became mentor volunteers. Some aimed to gain accreditation in social care or mentoring to pursue a career that focused upon supporting others once they had finished the volunteering programme. For example one referral agency work said:

‘Two of our clients are now open to the idea of volunteering with other projects and we will look at this in the New Year. We are also looking to build upon their increased confidence by looking at other training for mentoring career paths for the future.’

The role of mentor volunteer appeared to consolidate the personal achievements and skills that were learnt from being a course participant and offered a stepping stone approach towards readiness for employment.

Conclusion to achieving outcome 4

Both indicators have been exceeded. Outcome 4 has been met, not just in terms of the numerical indicators but also in providing significant volunteer opportunities that have increased volunteers aspirations for work or new life goals.

There is shared learning from the project regarding the successes of volunteering:

1. Volunteering within a project can enable individuals to consolidate the skills they learnt when participants and extend their knowledge, increasing their soft and hard skills for employability.
2. A volunteering programme can act as an exit strategy for participants who do not feel ready to leave a programme.
3. Enabling flexibility is key in terms of creating positive volunteering experiences. This includes developing individualised roles and participation in placement choice.

4. Volunteering roles that include accreditation and significant learning require a dedicated member of staff to provide individualised encouragement and support.
5. Matching volunteers to specific groups based upon strengths and skills is highly successful for both volunteers and participants.

SECTION 6: ADDITIONAL OUTCOMES AND DOCUMENTING GOOD PRACTICE

Through delivering the Big Lottery People and Places programme outcomes, the project outcomes and their indicators, there was significant good practice and additional outcomes implemented by Down to Earth. Participants shared explanations of how Down to Earth enabled higher confidence, social interaction, and an understanding of sustainable development, which suggested that the method of working was very important.

Quality of work

Referral agencies, volunteers and participants were highly appreciative of the interpersonal skills of the Down to Earth staff in working and supporting people. Common adjectives used when referring to staff included 'patient' 'awesome' 'kind' and 'brilliant'. Participants said:

'People here are very nice and patient; helping me learn how to do things I didn't know how to do before. This is an awesome project.'

Many participants also thanked Down to Earth in evaluations for the opportunities they had presented to them:

'Thank you for your welcome and hospitality.'

Referral agencies explained that they have found the project brilliant because staff knew how to work with people and that when they usually undertake external group sessions they are needed to undertake a lot of the teaching and support; but staff at Down to Earth worked alongside people and were supportive:

'Seeing the clients work independently here when they don't elsewhere is good.'

The importance of outdoor manual labour to health and well being

Participants valued physical work and perceived manual labour to contribute to physical and mental well being. Many participants explained that although they were exhausted or aching it felt good to be physically active:

'I'm worn out but it's real nice to get stuck in.'

Disabled participants began to understand health in holistic terms, focused upon their capabilities rather than difficulties and felt that working outdoors was helping to recover well being. There was upon the importance of physical activity and the interrelationship between physical and mental well being. Firstly, many participants had not undertaken manual work before attending the programme, and they enjoyed physically working outside:

‘When you get home, and the following day, you're shattered, but you're glad you've done it and it's something out of the ordinary.’

Secondly, many participants described the training as ‘therapeutic’ because it had positively impacted upon their emotional well-being:

‘The work has been therapeutic, I feel like I can let go ... relax more about myself.’

‘I feel like this place helps with my patience levels, my acceptance levels, I have felt like I was floating, like I had lost my identity. I am enjoying getting involved.’

Staff skills

Staff had a high level of expertise within their specified job roles; but they also had significant skills for working with people. Participants and referral agencies identified 4 skill attributes that had enabled participants to have a positive experience.

1. Clear communication

Staff had exceptionally good communication skills, being able to explain tasks to different groups of people, support and offer encouragement, ensure health and safety standards, facilitate group work and ensure each session was informal and fun. Participants liked to understand why certain things were being done as it made mundane tasks interesting:

‘I love how you can take a basic task and make it interesting by explaining how the task is part of the bigger plan.’

2. Accessible teaching methods

Every session was described as well structured enabling progressive learning. Staff used a specific pathway of methods- explain the task, demonstrate and enable participants to have a go but be on hand to give help. This combination of methods enabled participants to learn without over-instruction, feel safe and ask for help if needed.

‘Been shown what to do and not just told what to do.’

Some of the groups experienced an activity session within the sustainable building training course. This appeared to be particularly successful for people who had not experienced risk taking or had been given limited responsibilities as it gave them a concrete understanding of sustainable development, widened social skills and provided a different kind of challenge that increased confidence and self-esteem.

‘We made pizza in an oven. We cooked, it was sausages, on a flame. We were chopping food and all cooking. We also fed apples to the pigs I've never fed animals before.’

3. An ability to facilitate of teamwork

Staff modelled behaviour that enabled group and community cohesion. The importance of teamwork was discussed in Section 3 in relation to social interaction, but it is a key staff skill to be able to facilitate teamwork; particularly for groups where members are new to each other and may have personal concerns about their abilities. The facilitation of teamwork and peer support was instrumental in enabling some of the positive project outcomes. 'This is a project that needs other people to make it work. This is something you can't do on your own and you need teamwork.'

4. An ability to implement person centredness

Participants felt respected because staff worked to individual paces, interests and needs:

'The staff know what each person needs for support, they are understanding of our needs as well as our abilities'.

Partnership working

The project has demonstrated strong partnership working. There were 5 project indicators relating to partnership working, 3 of which were exceeded by the end of year 2.

Indicator	Target number	Actual number
Number of referral agency workers involved	42	82 (195% met)
Number of organisations worked with	73	74 (101% met)
Number of participants on taster/ open days	404	746 (185% met)
Number of participants on study visits	184	195 (106% met)

There were a range of organisations working in partnership with Down to Earth, including health boards and day centres, social care organisations such as Women's aid and Drug Aid Cymru; community development services such as Communities First and Swansea City of Sanctuary, environmental organisations and construction businesses.

Conclusions regarding additional outcomes

Building Community has involved a significant level of successful partnership working. Staff have a high level of expertise to not just complete their job tasks but also to work with people, using innovative teaching methods and inter personal skills to maximise learning and personal development. The project has used innovative practice to link physical activity to mental and emotional well being as well as focusing upon the individual's place within sustainable development. The project has succeeded in fusing a number of complex social imperatives regarding sustainable development, social inclusion and employability with personal development goals such as increasing self esteem, learning soft skills and raising

aspirations. This could not have been achieved without the methods of working that staff utilised.

SECTION 7: CONCLUSIONS, SUMMARY OF ACHIEVEMENTS, LEGACY AND IMPACT

Summary of targets and indicators

The table below details all of the Building Community project indicators, the targets and the actual totals for each indicator. Out of a total of 15 separate project indicators, 11 have been exceeded, 2 have been completely met and 2 have been partially met, but qualified by non numerical data and methodological considerations.

Indicator	Target total	actual total
No. programmes offered to beneficiaries	20	20 (100% met)
No. participants reporting increased self	168	135 (80% met)
No. participants receiving accreditation	129	139 (108% met)
No. participants engaged in sustainable	129	139 (108% met)
No. of celebration days	7	7 (100% met)
No. participants reporting increased social interaction	168	155 (92% met)
Creation of an exemplar building	Centre	Centre, barn (100%+)
No. professionals gaining CPD training	45	67 (149% met)
Report created	End of project	Yearly and end of project (100%+)
No. volunteer training opportunities	42	179 (426 % met)
No. volunteers receiving accreditation	42	57 (136 % met)
No. of referral agency workers involved	42	82 (195% met)
No. of organisations worked with	73	74 (101% met)
Number of participants on taster/ open days	404	746 (185% met)
Number of participants on study visits	184	195 (106% met)

Conclusions regarding meeting project outcomes

The 15 project indicators related to four project outcomes, and every outcome has been met, with 2 exceeded. The project has provided increased education and employment opportunities through the development of practical and soft skills, but most importantly it has enabled personal development and increased aspirations through improving confidence, and self worth. It has given participants and volunteers a self belief and therefore lasting skills to believe in their own employability or learning capability. The project has increased community cohesion and equality through enabling participants to self reflect upon their place in wider society and given opportunities to co-operate and learn as a group. There has been significant good practice in enabling the participation of minority groups; with women, disabled people and asylum seekers all reporting increased confidence and friendships. This participation has served to educate other participants regarding equality, ability and cohesion, particularly at celebration days which were perceived as inclusive events. 'Building Community' has successfully and skilfully fused some complex social issues- employability, skillsets, social inclusion, environmental awareness and understanding of sustainability with personal development goals such as self belief, self esteem, and teamwork through building a unique and exemplar building.

These outstanding achievements could not have been made without the specific methods of working that were utilised by Building Community staff. Of particular success was safely enabling participants to learn by doing, linking manual work to physical and mental well being, person centred learning, group celebrations of personal achievements, facilitation of positive teamwork, high levels of partnership working and the employment of highly skilled staff who worked together as a team. To this end, the project has not just provided sustainable development activities but has implemented planned mechanisms to systematically achieve the project outcomes. The project offers replicable models for delivering key current Welsh policy and legislative aims as outlined in the appendix of this report.

The legacy of the Building Community project upon participants

Some referral agencies used the techniques learnt to enhance their own community buildings and supported service users to maintain the friendships they had made. 10 agencies offered legacy feedback, and unanimously reported that service users had maintained higher levels of confidence, sustained new friendships and that confidence, social skills, interaction and understanding of sustainability had all been improved:

'The phrase 'Legacy' is often bandied about on a regular basis about funded projects, in the case of Down to Earth it is well justified, Not only because of the invaluable project and its vision, but also the commitment of the staff and how this is passes on to individuals who engage with yourselves.' [referral agency staff]

At least 8 participants found paid work, 39 took further volunteering opportunities and most (exact numbers unavailable) have undertaken further training. Additionally, there were stories of changed lifestyle choices. For example, one young man who had no formal qualifications, had never left his house, family or home town before attending Building

Community. Shortly after the project he had been away on holiday, ‘come out of himself’ and undertaking volunteering. Within a different project, a father:

‘... stopped his habitual drug use and became more engaged in family life. He now has a job and is a much more active member of the community.’

The legacy of the ‘Building Community’ project upon Down to Earth’s activities

In the third year of ‘Building Community’ Down to Earth successfully applied for a Big Lottery Fund grant to Our Bright Futures, to deliver a new project based upon learning and successes of the Building Community project, but working to different outcomes and aims. The main tenets of the Our Bright Futures grant was work with 17- 24 year olds to equip them with accredited sustainable building skills to build their own community infrastructure. The young participants either had mental health issues, substance misuse problems or were ex-offenders.

The positive partnership working with Abertawe Bro Morgannwg University Health Board’s Community Brain Injury Service within the ‘Building Community’ project led to research exploring the impact of Down to Earth on anxiety, depression, quality of life after brain injury and wellbeing. The data indicated that attending Down to Earth’s Neuro-rehabilitation project significantly reduced depression and anxiety for people with an acquired brain injury. Wellbeing and quality of life after brain injury was also significantly improved as a consequence of the intervention.

Summary impact assessment of ‘Building Community’

The impact of ‘Building Community’ is multi-faceted and can be summarised with regards to different spheres of impact; primarily upon participants, upon communities and upon services.

Impact for participants:

- Increased mental and physical well being
- Increased skills leading to higher life opportunities and aspirations
- increased social connection and friendships reducing social isolation

Impact for communities:

- Applied sustainable development knowledge within community settings
- Greater social cohesion
- Greater understanding of equity issues between disparate communities
- An exemplar building available for community use

Impact for services:

- Improved networks and joint working between the environmental sector, social care, health and construction industries
- Potential reduction in use of health services

- Potentially more effective use of employment and volunteering support services



APPENDIX 1: THE WORK OF THE ‘BUILDING COMMUNITY’ PROJECT AND ITS’ RELATION TO THE CURRENT WELSH LEGISLATIVE AND POLICY LANDSCAPES

As the ‘Building Communities’ project has developed from 2014 to 2017, there have been several national policy and legislative directions within Wales that have had, an impact on, or relevance to the work of the project. The key cohort was those who are marginalised within employment and experience the most difficulties within the employment market.

‘Building Communities’ and the Social Services and Wellbeing Act Wales 2014

One of the key elements of the Act is to lay out the duties and obligations of Local Authority Social Services Departments in promoting the well-being of people who need care and support. The Act lays out an overarching definition of wellbeing as meaning that “a person is happy, healthy and is comfortable with their life and what they do”. The ‘Building Community’ project has made a significant and positive impact on the lives of individual participants, supporting the key meaning of wellbeing (as defined in Part 1 of the Act) in the following areas:

- (a) physical and mental health and emotional well-being;
- (c) education, training and recreation;
- (d) domestic, family and personal relationships;
- (e) contribution made to society;
- (g) social and economic well-being;

Additionally, the project has supported individuals in their “control over day to day life” through engagement in meaningful and planned activities that have produced a tangible outcome (construction of a sustainable building), and has facilitated “participation in work”, through equipping individuals with transferrable practical and soft skills.

The ‘Building Community’ project was based within Down to Earth’s model of social enterprise and will continue to be an exemplar on which local authorities can base their approach to wider engagement with the Third Sector in the development and promotion of preventative service delivery. Part 2 (section 16) of the Social Services and Wellbeing Act 2014 directs such public bodies to promote:

- (a) the development in its area of social enterprises to provide care and support and preventative services;
- (b) the development in its area of co-operative organisations or arrangements to provide care and support and preventative services;
- (d) the availability in its area of care and support and preventative services from third sector organisations (whether the organisations are social enterprises or co-operative organisations).

In these areas, the ‘Building Community’ project can be seen to offer a model that would support local authorities in meeting national legislative objectives. Equally the project continues to offer a model of engagement and delivery that supports the preventative

aspirations of the Act, engaging and working with individuals to provide opportunities that prevent their circumstances worsening or to provide such interventions that will allow people to develop independence and ultimately rely less on care and support services.

‘Building Community’ and social prescribing

Often referred to as ‘community referral’, this enables primary health care professionals to refer people to a range of local, non-clinical services, recognising positive interventions that address social, economic and environmental factors will benefit an individual’s health and wellbeing. Down to Earth’s work could offer a distinct model of social prescribing covering key areas such as “volunteering”, “group learning”, “gardening”, “befriending”, “cooking” and “healthy eating advice” (all areas earmarked by Public Health Wales to be of benefit.) To date, however, it isn’t clear the extent to which formal social prescribing is used by health professionals across the ABMU and Hywel Dda Health Board areas as a means of referral into their projects, including Building Community. Recent developments with GP clusters in Carmarthenshire (around a Time Credits model of social prescribing for frequent attendees at GP practices) may indicate that there is a gathering level of awareness and engagement for health professionals for social prescribing. Building Community had a number of referrals into the project across more than one Health Board area, indicating a strength of relationships between project staff and referrers and professionals. It may be that these relationships form the basis to pursue a social prescribing model for Down to Earth’s work more generally, and this may merit further exploration.

‘Building Community’ and the Well-being of Future Generations (Wales) Act 2015

This Act focuses upon “improving the social, economic, environmental and cultural well-being of Wales”. The Act places an emphasis on public bodies to consider long term goals in improving work with people and communities. It identifies seven wellbeing goals, which ‘Building Community’ has directly complemented or supported:

- A prosperous Wales;
- A resilient Wales;
- A healthier Wales;
- A more equal Wales;
- A Wales of cohesive communities;
- A Wales of vibrant culture and thriving Welsh Language;
- A globally responsible Wales.

‘Building Community’ and Tackling Poverty

The ‘Tackling Poverty Action Plan’ concluded in 2016, but centred on the prevention of poverty through reducing inequality and breaking the links between socio-economic disadvantage, educational under achievement and the associated impaired life chances.

The 'Building Community' project has offered a stepping stone into employment by helping people improve or rediscover their skills and to develop their confidence and self-esteem.

'Building Community' and the Communities First programme

This programme will be phased out by April 2018, but Communities First will continue to receive funding until April 2018 and interim arrangements will be to ensure exit and transition strategies are in place to the new Resilient Communities initiative. The Welsh Government emphasises that the focus will be "helping people into work, giving children the best start in life, and ensuring people's voices are heard in the design of local services". 'Building Community' had a significant impact upon employment skills and included participants from Communities First areas, so the Resilient Communities programme will be relevant to Down to earth's work.

'Building Community' and the Mental Health and Wellbeing Act Wales 2012

"Together for Mental Health", was published in 2012 and is a 10-year strategy for improving mental health and wellbeing, including care and treatment. The initiative has a focus on recovery and wellbeing, improving the quality of life for individuals living with a mental health condition, ensuring that mental health and physical health are viewed on an equal footing and that people with mental health problems are treated with respect and are afforded the opportunity to access support, training and employment. The 2016-19 delivery plan sets out the actions for implementation and includes objectives such as longer term planning and joint working, better working with people and the community and looking at ways of identifying mental health problems early to stop them getting worse. In delivering these objectives 'Building Community' could play a key role for participants, in tackling isolation, in developing confidence and self-esteem and in providing meaningful activities that support individual recovery and reintegration into communities.

'Building Communities' and the Learning Disability Strategy for Wales 2004 (updated 2011)

Although this strategy has a long 'shelf life', it provides guidance on how Local Authorities should provide services to adults and older persons with a learning disability, ensuring that opportunities for individuals to access employment or undertake other activities are explored. 'Building Community' has been successful in engaging participants with a learning disability and other associated needs, through a person-centred approach. The emphasis of the strategy guidance is on maximising an individual's potential, through opportunities for employment, further education and other meaningful activities and suggests that these can be explored through a wider range of alternative day activities, such as community enterprises, social firms, and the provision of more localised support to access community activities.

Specific supported employment has been a traditional pathway but local authorities should consider other routes to employment through, for example, social firms, and other meaningful day activities, such as community volunteering or individual occupational and

training programmes. In its work through ‘Building Community’, Down To Earth has been able to, and should look to continue, with its’ approach, given the positive impact their interventions has had on the lives of individuals.

APPENDIX 2: EVALUATORS NOTE REGARDING VARIATIONS IN NUMBERS REPORTED IN PREVIOUS EVALUATION PROGRESS REPORTS

Certain indicators were reported in previous years’ report, that upon recalculation for the final report, were found to be wrong. This appendix details all the changes in indicators that have occurred and outlines the reasons for the change in numbers. This is included to ensure transparency for funders.

Objective 2, indicator 2: Number of participants having increased social interaction

Year 2 reported 63 participants, with the target 88% met. Upon recalculation this was changed to 66 participants, so 92% met in year 2. This was down to margin of error through using accumulative totals. A breakdown in figures is as follows:

	Target having increased interaction	Actual having increased interaction
Year 1	48	43 (90% met)
Year 2	72	66 (92% met) (reported on 63/ 88%)
Year 3	48	46 (96% met)
Total	168	155 (92 % met)

Objective 2, indicator 3: Number of celebration days

There is an alteration to the number of people attending celebration days in year 2. A sign in sheet for the final celebration day was found whereas year 2’s report was based upon evaluator estimate. Yearly totals are as follows:

Year	target no. celebration	actual no. of celebration	no. of attendees
Year 1	2	2	151
Year 2	3	3	235 [reported 220]
Year 3	2	2	240
Total	7	7	626

Outcome 4, indicator 1: The number of volunteer training opportunities and programmes offered to volunteers

All the revised figures were from the project checking monitoring data at the end of year 3 for the final report. The project found that some volunteers had not been accounted for during the interim periods between groups, and some volunteers who had also undertaken taster days had not been included. With the increase in volunteer numbers, the calculation

of hours has also altered. With original figures it would have been 4, 173 but with revised figures it is 4,661. The full breakdown is in the table below:

	Target number of volunteers	Actual number of volunteers
Year 1	12	reported 27, revised to 34
Year 2	24	reported 80, revised to 109
Year 3	6	36
Total	42	179 revised figures (142 original figs)

objective 4, indicator 2: number of volunteers accredited by Agored Cymru

The change in accreditation numbers was due to data within the project's Agored Cymru folder. Current learners were counted at the end of year 2 but when these were checked against the achievement certificates in year 3, the number was revised.

	Target no. of volunteers accredited	Actual no. of volunteers accredited
Year 1	12	4 (33% of target)
Year 2	24	reported 52, revised to 47
Year 3	6	6
Total	42	57

Additional indicator: number of organisations worked with reported 92 in year 2, but revised at the end of the project to 74.