Project Reflection Workshop

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NEW ECONOMICS FOUNDATION

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CHANGING LIVES AND
COMMUNITIES TOGETHER

Introduction

This project evaluation and assessment workshop was designed to encourage better quality participation for people who have been involved in – or affected by – a project's actions, and to reflect on its impact. By structuring the process of reflection and creating the opportunity to share learning, the aim of this workshop is to create greater ownership of the decision-making process which, it is hoped, will contribute to a project's sustainability and success.

To get the most out of the exercise, the list of people invited to take part should include a range of project 'stakeholders' (people affected by the project or who affect it). It uses an interactive poster incorporating a Timeline (for Looking Back) to review what the project has achieved and a Planning Template (Looking Forward) to identify future activity and targets. This is done to encourage participants to look through different stages of project planning, implementation and M&E and to take into account any unexpected project consequences.

The workshop is designed to take 2 to 3 hours with breaks, and can be delivered online or in person. This resource has been designed as a guide for facilitators on how to prepare and run the **Project Reflection Workshop** online and in person, and is divided into two parts with an Appendix.

How to use this guide:

Part 1: Describes what needs to be done to arrange the workshop and the preparation needed to make it run smoothly (both in person or online). It also sets out options and instructions for delivering the workshop online.

Part 2: Sets out the step-by-step instructions for using the Poster, with numbered stages referring to the numbers in circles reproduced on the Poster. The instructions are to be read and understood by the Workshop facilitator in advance, and used as a guide during the workshop.

The Appendix contains:

1. A sample invitation letter/email that can be adapted to encourage people to join the workshop.

2. An Agenda sheet, to be printed out and/or downloaded for participants to read, outlining what will happen in the workshop and the main discussion questions.

3. The four sheets that make up the Poster itself. (Section 6 of Part 1, 'Assembling the Poster and the materials', suggests how to reproduce the four A4 sheets onto four flipchart- sized pieces of paper.)

4. A Workshop Recording Sheet to note down the important points made during the workshop for informing people who were not able to attend.

Part 1: Background and preparation

1.1 Who should attend?

Start the preparation for the workshop by making a list of people and groups who influence or have been affected by the project's activities. Make a rough list, and then think about specific people who you think would be able to contribute to telling the project's story. Aim to have a rich mix of perspectives attending the workshop, as the more comprehensive your stories are, the greater opportunity for learning will be.

The workshop works best with between 6 and 10 people taking part. Any more may make a useful conversation difficult to manage. To get the maximum benefit from the exercise, the attendance list of participants could include up to two or three members of the following groups of people:

- **Project manager, leader or champion** – So that they can hear what the project has been like from other people's points of view, and so that volunteers and staff can have the opportunity to appreciate some of the management issues.

- **Active participants** – These could be project workers or volunteers without whose work the project would not have happened.

- **Beneficiaries** – People who may have benefited from the project either as participants, or as users or recipients of the services provided.

- **Members of the wider community** – People from different demographics or backgrounds who have not taken part directly in the project's activities, but who may be affected by what the project is trying to achieve.

In addition, the workshop provides the opportunity to re-connect with people who are not currently involved with the project, but who have been involved at one time or another. You could also aim to involve people who you would call 'critical friends' of the project – people not directly connected and whose views may be critical, but whose opinion or advice you value.

Part 1: Background and preparation

Before inviting participants, make sure that you have read through the step-by-step instructions for running the workshop. We have prepared a sample draft of an invitation letter/email that summarises what the workshop is about. This is reproduced in the Appendix.

1.2 Who runs the session?

It is very important that the person who runs the workshop is equipped with knowledge and experience of facilitation and/or chairing meetings (see the Near Neighbours *Short Guide to Group Facilitation* to help develop these skills).[1] This will ensure that the workshop will run smoothly.

We suggest that one of the following three are considered as a potential choice for a workshop facilitator:

- **The Project Manager** – In some cases it may be appropriate for the workshop to be led by the project manager who is able to bring detailed knowledge of how the project has been run. However, there is a danger that they are unable to be objective.

- **A Complete Outsider** – If possible try and find someone to lead the workshop who isn't directly involved with the project. This could be an advantage in terms of bringing an objective view of any findings, and providing an outsider's perspective on how the project worked.

- **A Critical Friend** – This could be someone who knows the project and some of the participants, and may even be affected by the activities, but who is not central to the running of the project. They should be someone whose advice and opinion is valued, and who can ask helpful questions.

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1) The short guide for group facilitation can be found here: https://www.near-neighbours.org.uk/s/facilitation-guide-second-draft.pdf

Part 1: Background and preparation

1.3 Role of the workshop leader

What to do:

- Read through (and understand) the instructions well in advance of the workshop.

- Before the workshop begins, put the Poster on a firm flat surface (wall or table) so that everybody in the meeting can see it and can write and stick things on it.

- Make people feel welcome and comfortable at the workshop, and make sure everyone understands what the meeting is about. Hand out and 'walk through' the agenda for the workshop and agree a finishing time.

- Follow the instructions closely in order to guide people through the Poster during the workshop.

How to do it:

- Encourage people to tell their own stories from their own experience and record them in their own words.

- Keep people on track and on time.

- Look out for and highlight common ground and connections. Look out for and manage conflict (see point 5 below).

Part 1: Background and preparation

1.4 Role of the workshop leader (Online workshop)

What to do:

• Read through (and understand) the instructions well in advance.

• Download the poster and papers (In Appendix) before the workshop.

• Choose and get familiar with the preferred platform for the online meeting, for example: <u>Zoom</u>, <u>Microsoft Teams</u> or <u>Cisco</u> etc.

• Schedule an online meeting and share the invite link with the participants before hand.

• Choose and get familiar with the online tools you will be using for this workshop (See section 1.7 for ideas about **collaborative document editing** and **online sticky note** tools and platforms).

• Make people feel welcome and comfortable at the workshop, and make sure everyone understands what the meeting is about.

• Discuss the agenda for the workshop and agree a finishing time.

• Follow the instructions closely in order to guide people through the Poster during the workshop.

Part 1: Background and preparation

1.5 Managing conflict

Some projects may have highlighted or exacerbated tensions between different groups or individuals involved, and so some thought may be needed beforehand by the project manager and the workshop leader/facilitator as to how best to manage these relationships in a workshop environment.

Before planning and delivering the workshop it is important to think about your group. One way to do this is to think about the context; What brings them together? What differences might there be in the workshop?

Often it is also preferable to manage conflict rather than to try and avoid it. One way to do this is to start the workshop by writing up and agreeing a set of **Ground Rules** as to how the discussion will be managed and to act as a reminder to everyone of the point of the session. The Rules can help to externalise any potential conflict, and allow difficult yet important issues to be dealt with without them becoming personal.

As an example of set of **Ground Rules,** below are some derived from Near Neighbours' toolkit *A Short Guide to Group Facilitation*:

Everyone's voice is heard equally.

What is discussed can be and will be acted upon.

It is a safe space to express your opinion and concerns.

Everyone gets a chance to speak and they are encouraged to do so.

Part 1: Background and preparation

1.6 The Poster and the materials

The Poster (reproduced in the Appendix) consists of four separate sheets. It needs to be assembled so that each sheet is reproduced on an A1-sized ('flipchart') piece of paper. This can be done easily by taking the electronic version of the poster to a high street printing shop that can print it out on this large format.
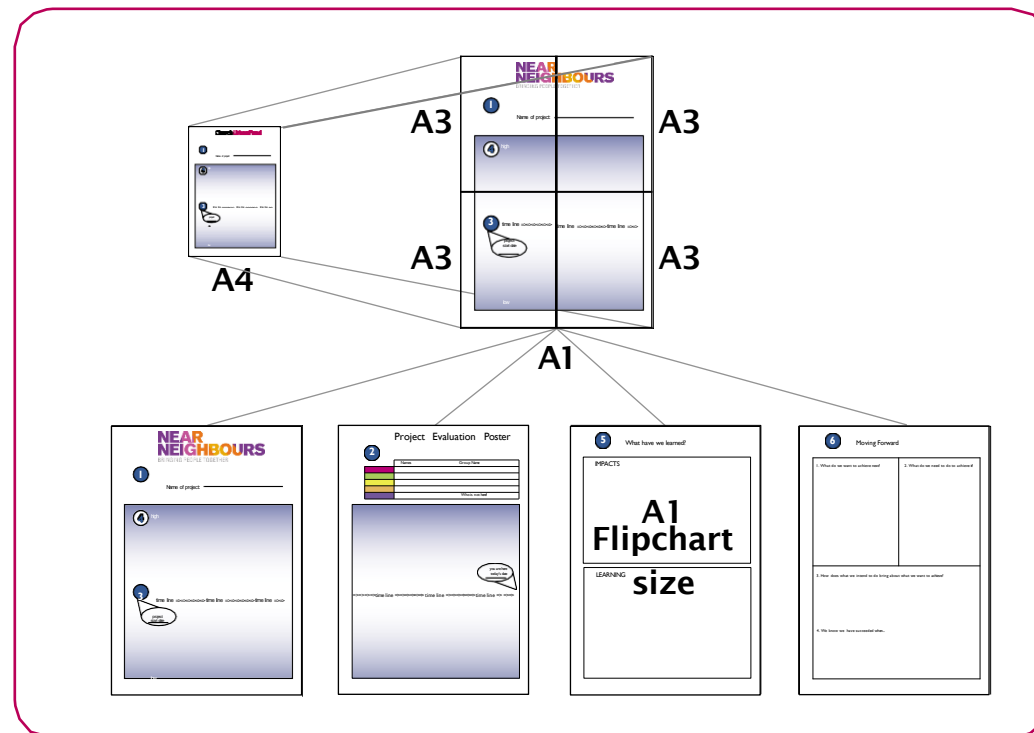
Alternatively, you can print out the four separate sheets onto A4 paper. This can be set to reproduce an original A4 image on 4 x A3 sheets which, when stuck together make the equivalent of an A1 flipchart. (See the diagram below.)

Of course, the simplest way (if not the quickest) is to copy out the sheets by hand onto four A1-sized flipchart sheets.

In addition to the poster, you will need to obtain some sets of sticky labels in five contrasting colours, along with some marker pens - at least one for each participant.

Part 1: Background and preparation

1.7 Platforms, tools and software for delivering the workshop online :

1.7.1 Collaborative Document Editing

Collaborative document editing tools allow multiple people to read and edit documents together in real time. Google Docs, Microsoft Word Live, Quip and Dropbox Paper are some example of those. Before the workshop, you will need to upload a copy of "The Poster" (in the Appendix) online using your chosen tool and get a sharing hyperlink for that document to circulate to participants before the workshop. Make sure you familiarise yourself with the tool you are using before the workshop.

How to use Google Docs:
1. Before the meeting, using your Google account, create a new document and upload a copy of the Poster and materials.
2. Through the 'Share' button, get a link to the document you have created, and share it with the participants.
3. When it is time, ask them to follow the link and type in their answers/ideas.

Or you can simply share your screen with the participants and edit the posters in real time.
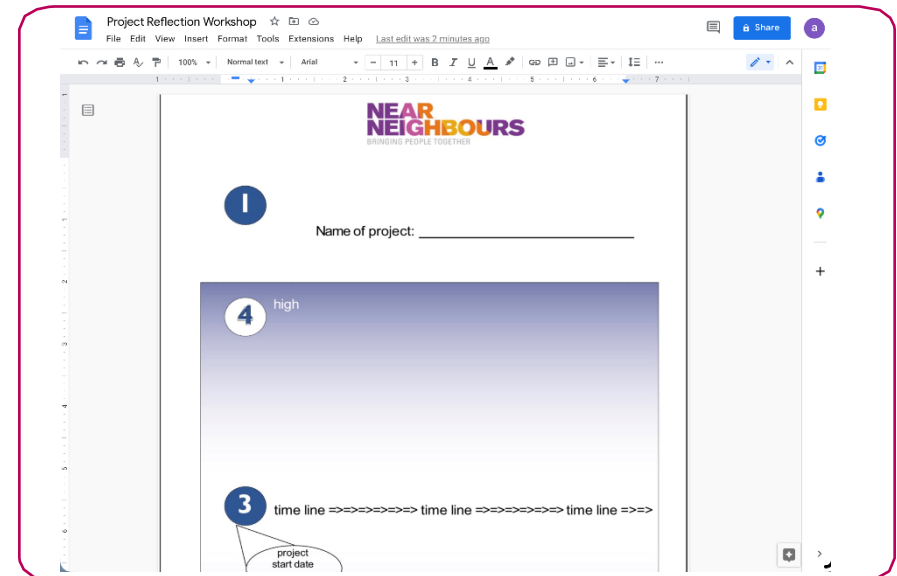
1.7.2 Breakout Rooms in Online meetings:

Breakout rooms allow the workshop leader/facilitator to split the meeting into smaller groups. On Zoom the meeting host can choose to split participants of the meeting into these separate sessions manually or automatically, or they can allow participants to select and enter breakout session as they please. The host can switch between sessions at any time. (See instructions for enabling breakout rooms on Zoom.[1])

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1). Enabling breakout rooms on Zoom: https://support.zoom.us/hc/en-us/articles/206476093-Enabling-breakout-rooms
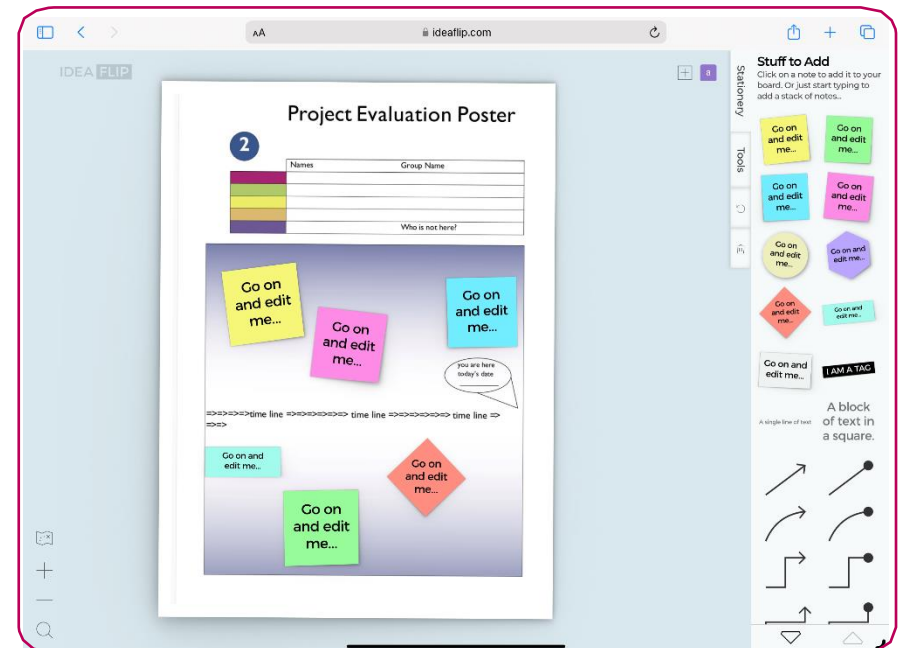
Part 1: Background and preparation

1.7.3 Online sticky notes:

There are many websites that work as an online sticky-note tool, for example, IdeaFlip, Lino.it, Jamboard and Kahoot.
Tools such as IdeaFlip will allow you to set up a personalised layout, creating your own timeline or by uploading your own file for participants to add their "sticky notes" on. It also, allows the participants to move these notes around the screen's 'dashboard' and stick them in the right place and with different colours. At the end of the exercise, you can export your IdeaFlip to PDF, PNG and other common file types to share with others. Other tools however, may not have this option, so you may need to copy and paste anything important from your sticky notes.

Using online sticky notes tools (IdeaFlip):

1. Before the workshop create a new board for each group.

2. Upload a copy of the Poster into your dashboard.

3. Get the link to your boards and share it with the participant during/before the workshop.

4. Once they have chosen and described their Highs and Lows, ask participants to type their ideas in a separate doc. Then, take turns creating their sticky notes and move/drag them in their chosen place.

5. Finally, export the board to PDF, PNG and save it!

Part 1: Background and preparation

1.8 Checklist for running the Workshop

Here is a checklist of all the things you need to do before running the workshop:

- Choose and invite participants who have taken part in, or who may have benefited from the project.

- Invite someone to take the role of workshop facilitator, and send these instructions to them well in advance so that they can prepare.

- Arrange a suitable venue for the workshop (including refreshments for a half-time break).

- Prepare the four sheets of the poster and obtain sticky notes and coloured pens and tape, drawing pins or Blu-tack for attaching the poster to a wall or board.

- Decide who will transfer the information from the Poster onto the Workshop Recording Sheet at the end of the workshop, and make sure they are ready to do so as soon as possible after the workshop finishes while it is fresh in their mind.

1.9 Checklist for running the Workshop online:

- Choose and invite the participants who have taken part or who have benefited from the project. Aim to have up to 8 people for an online workshop.

- Book your online meeting on your preferred platform and share a calendar invite with them, along with the meeting link.

- Invite someone to take the role of Workshop facilitator, and send these instructions to them well in advance so that they can prepare.

- It is important to choose and get familiar with the online tools you will be using for this workshop (you can do that by running practice/dummy sessions).

- Using one of the collaborative document editor platforms, upload a copy of the poster and documents, get a link and share it with the participants.

- After finishing make sure to download and save a copy of the files.

Part 2: Instructions for running the workshop

Introductions (expected time 5-10 minutes)

(**Note:** We have added an estimated time to each stage to help you plan your time. The whole workshop should take between 2 and 3 hours including a break.)

Why are we here?

Explain why you have come together and what you hope to achieve.

What will happen?

Explain what will happen: how long it will take and how you are going to fill in the Poster together.

How long will it take?

Agree the time at which you will finish. Explain roughly how long you have for each stage and ask someone in the group to keep an eye on the time.

Introduce yourselves with an icebreaker exercise.

An icebreaker exercise should help the group feel comfortable to speak, answer questions, share and introduce themselves.

Questions they could answer include:

- where they live
- an interesting fact about them
- what they like about living there
- their involvement with the project
- what they hope to get from the meeting

(Note: Even if you know everyone in the room, they might not know each other.)

Part 2: Instructions for running the workshop

Stage One: Name of project and attendance (expected time 5 minutes)

It might be that you want to discuss the whole lifetime of the project, or maybe just a part of it.

Agree among the group what project title to put at the top of the poster and then write it in under 'Name of Project' by the number '1'. Use a project name that everyone who is present knows the project by.

For running an online workshop please refer back to section 1.7 on collaborative document editing.

Part 2: Instructions for running the workshop

Stage Two: Signing in (expected time 10-15 minutes)

Look at the Key at the top of the second sheet of the poster (number '2'). There is a table with five rows of boxes, four of which have been left blank. Assign a different coloured sticky label to each of the shaded boxes on the left hand side of the table. If you are not using different coloured sticky labels, denote each shaded box with a different coloured marker pen.

If there are four people or fewer at the meeting:

Ask each person to write their name (and their role in the project) in the relevant box.

People don't necessarily have to write anything in the column Group Name. Don't divide into groups but give each individual a different- coloured pad of sticky labels (or a different coloured marker pen) and then go straight to the: 'Who is not here?' step in this stage.

If there are more than four people at the meeting:

Ask everyone to divide into no more than four equally sized groups. As a rule, people should go in the same group if they have something in common in relation to the project.

For example, you might want to divide up into three groups made up of project leaders, paid workers, volunteers and local residents.

Once you have agreed how to divide up, ask each group to write down their group name (if they have chosen one) in the relevant box of the Key. Then ask each person to write their full name (and their role in the project) in the 'Names' box.

"Who is not here?"

The last group of the Key is labelled 'Who is not here?' Ask everybody if there are groups or individuals not present at the meeting who may have a perspective different from those that are already represented. Agree on the most important groups or individuals (not more than three) and write their names in the space next to this box. If you have some way of representing their opinions at the meeting, remember to include these (this may include a written note, notes from a prior telephone conversation or someone representing the opinions of the absent party). Be careful not to misrepresent absent people and do make a note that they were not actually present at the meeting.

(Note: Don't get bogged down in this section! If there aren't obvious groups, then just divide yourselves as equally as possible.)

> For an online workshop: After agreeing on how to divide up, use the breakout rooms feature (on Zoom) to divide them into smaller groups. (Refer back to section 1.7.2 on "Breakout rooms in online meeting").
>
> Direct people back to the shared google doc and assign each group a different copy of the Poster, let them write their name and group name.

Stage Three:
Calibrate the timeline (expected time 5-10 minutes)

Today's date

Enter today's date in the box labelled 'You Are Here' at the right-hand end of the timeline on the second sheet of the poster.

Starting date

Agree the start date of the part of the project that you want to focus on and enter that at the beginning of the timeline.

(Note: If you are in any doubt, you could go back to the original funding proposal or a project plan if you have one available.)

Between Starting and Today's date

Mark the timeline with some years and/or months so that you can record events in the right order.

Stage Four:
Highs and Lows (expected time 25-35 minutes)

Divide up into the groups that you have decided on in Stage 2. Each group must have a different coloured set of sticky notes corresponding to their colour on the Key, and a pen. (Use different coloured pens if using same-coloured sticky notes).

Agreeing Highs and Lows

Ask each group to discuss and agree among themselves what were, for them, the three or four highest and three or four lowest points of the project. Allow people about half of the time that you have made available for Stage 4 for this discussion.

Then ask them to write a short description of each High and each Low on a separate label. For each write a short title (eg 'Our First Summer Fête') and a brief explanation of why you've chosen it (eg 'A real sense of excitement amongst the project participants'), along with the date and then label it 'HIGH' or 'LOW', so that it looks something like this example.

June 2021
Our first Summer
Fête – a real sense of
excitement among the
participants.
**HIGH**

Part 2: Instructions for running the workshop

Attaching sticky labels to the Timeline (in person)

Once they have chosen and described their Highs and Lows, invite people to attach them at the appropriate dates along the timeline. Highs go above the timeline and lows below. The further away from the timeline, the more extreme the high or low was.

If the high or low represents a recurring event or theme (eg 'Being Thanked by a Parent – shows that we are making a positive difference'.) then attach the sticky label at the first date that it happened, and use a marker pen to draw a dotted arrow along the poster to show that it was 'on-going'.

Inevitably this stage will be chaotic, as everyone is trying to get at the poster at once, and people will disagree about when things happened. As long as it doesn't come to blows, this often provides an opportunity for a healthy and lively discussion about people's own experience of the project!

Once this is done, step back and, if necessary, ask people to talk through their Highs and Lows to clarify the stories behind each of their labels. Then decide as a group if there are any potential Highs or Lows for those people or groups you noted in the 'Who is not here?' box, and attach corresponding sticky labels to the poster as well.
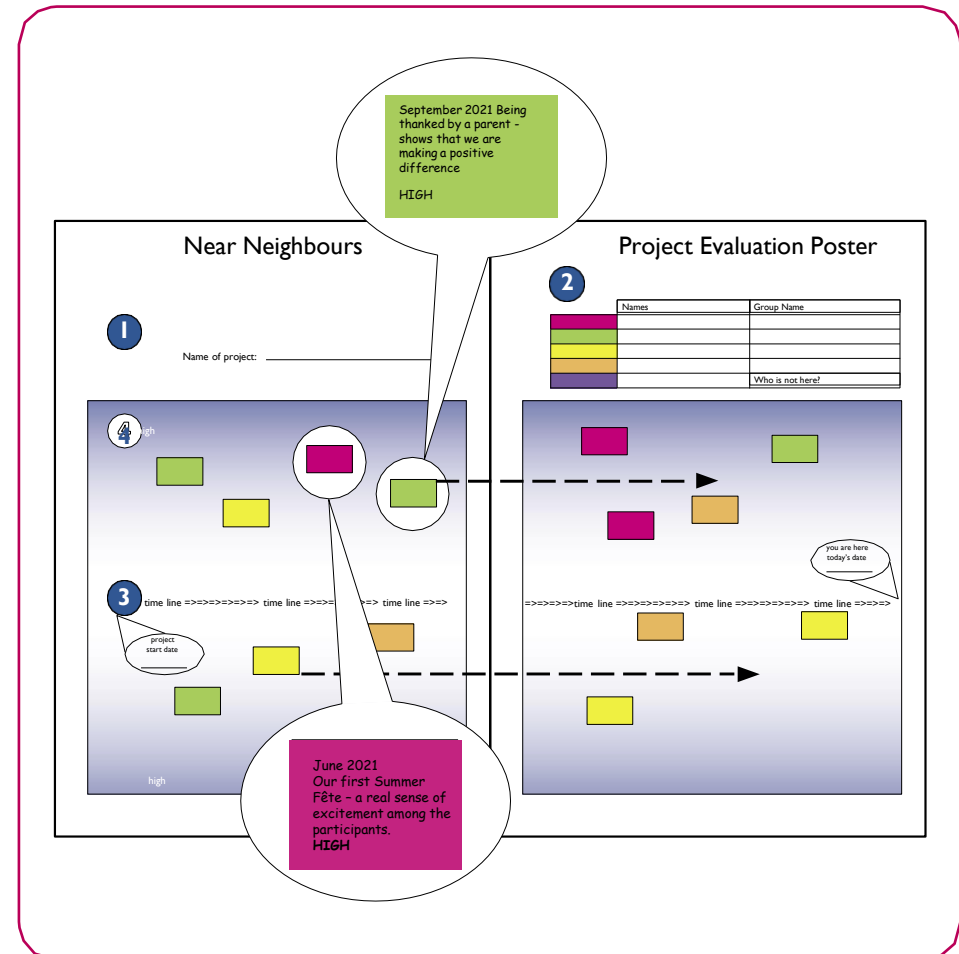
Part 2: Instructions for running the workshop

Allow the rest of the time you have made available for Stage 4 for all of this. Note that this is the part of the workshop that people find the most enjoyable (they will have warmed up by now!) and people may want to carry on for longer. If this is the case, you may have to move people along to the next activity so you can finish at the advertised time.

What happens next?

Once you have completed the Timeline, you could then just have a discussion about what you've learnt and what happens next based on the experiences described on the labels.

The following notes accompanying Stage 5 (Connections, Impacts and Learning) and Stage 6 (Moving Forward) of the poster will act as a more detailed guide for holding this discussion. Whether or not you undertake these last two stages of the workshop, for your group to have got the most out of taking part we recommend that you hold enough of a discussion to be able to complete the sections under the summary headings set out in the Workshop Recording Sheet.

Stage Five:
Connections, Impacts and Learning (expected time 15-20 minutes)

Connections

Now the whole group has a look at the poster and discusses the overall picture. Can you see any connections between different highs and lows. For example:

- Where someone's High was another person's Low;
- Where lots of people agree on a particular High or Low;
- Where a high or low point has led directly or indirectly to subsequent highs and lows.

Use a marker pen to link them up with arrows.

Impacts and Learning

Once you have done this, use the spaces on the Evaluation Poster to write down what you as a group notice as potential impacts and things to learn from the project.

By impacts, we mean considering the changes that have come about as a result of something that has been happening in the project. For example, if as a result of maintaining a regular coffee morning at the community centre, the attendance has improved, and people have made lots of new friends.

When we talk about Learning, this is more about how the project was delivered. For example, what do you now do differently when arranging future coffee mornings as a result of your experience of doing it for this project?

Here are some suggested questions you could use to focus this discussion. If there is not enough room on the poster, summarise your answers on a separate flipchart sheet.

Impacts

1. What changes have we noticed that we expected the project would achieve?

As a start, you may want to refer back to any milestones you might have specified in a project plan, and check your progress against them.

2. What changes have we noticed that we weren't expecting the project to bring about?

If you are stuck, look again at the highs and lows to see if there are any 'spin-off' effects from the project. These could be positive or negative.

Learning

1. What have we learnt about delivering a project like this?

For example, what were the things that made the project work well ('success factors') that you would want to repeat next time around?

2. What would we do differently in the future?

Can you identify something that wasn't as successful as you had hoped it would be, or where something caught you by surprise? If so, ask the group how, with the benefit of hindsight, you might be better prepared to tackle it next time round.

(Note: If you haven't already done so, now might be a good time to take a 10-to 15-minute break)

Stage Six:
Moving Forward (expected time 35-45 minutes)

You have thought about highs and lows, and you have highlighted some learning points

Now it is time to take a look into the future. After reconvening, ask the whole group to discuss the following four points and to complete the Planning Table on the far right-hand side of the Poster:

1. What do we want to achieve next?

Think about the specific goals that you would like to be achieved within a particular timeframe and the longer-term aims beyond that. Try to ensure they are SMART goals. Maybe you want to change the direction of the project, or develop the next one.

2. What do we need to do in order to achieve it?

Once you have clarified your specific goals and longer-term aims, think carefully which actions will be necessary in order to achieve them. You will probably also want to think about who could take responsibility for particular actions and deadlines.

3. How does what we intend to do bring about what we want to achieve?

This is a way to test some of the assumptions/hypotheses you have made about the link between what you are doing and the change you hope to bring about. For every action and activity planned as part of the project, think carefully how it contributes to each specific goal and how each goal in turn contributes to the longer-term aims of the project. The acid test for each goal is to ask yourselves 'So what?' or 'Why is it important that we achieve this?'

4. So that we know we have succeeded…

Ask yourselves 'How will we know when a specific goal or a longer-term aim has been achieved?' Think of three things that you will be able to see for yourself, and three possible questions that you could ask a member of the local community to find out from them if the project has been a success.

Follow the instructions outlined in section 1.7.1 on collaborative editing for delivering stage Five and Six online.

You have now completed the Poster. Well done!

Why not try another Timeline?

As a rounding-off exercise and if people are comfortable with the idea, draw another Timeline onto a fresh sheet of flipchart paper. By plotting a line that looks into the future, you can use it as a planning tool. Just as you did when you looked back over the project, write in your specific goals, key events or achievements above the timeline (as potential 'high' points), and any potential barriers and mistakes you intend to avoid below (potential 'lows'). In this way you can begin to tell the story of the project's future.

Feeding back

When the meeting is over, we recommend that you immediately take a few moments to transfer the information from the poster onto the Poster Workshop Recording Sheet (reproduced in Appendix 4).

The completed Workshop Recording Sheet summarises what happened in the meeting for yourself as well as being a useful way of telling other people who were not able to attend.

Appendix 1: Sample invitation email/letter

Dear _____

RE: Anytown Community Project – Project Reflection Workshop

As chair of the ACP Steering committee, I'd like to invite you to join us for an evaluation workshop at Anytown Village Hall from 6.00pm to 8.30pm on Tuesday 10th July 2023.

As part of our plan to take stock of what we have achieved and to think about how to obtain further funding, we would like to do a review of how the project is going, looking in particular at the previous xxx years' work.

By carrying out an evaluation of what we have done, we believe there is a good story to tell about what we have achieved, and what we could do better in the future. To do this it is important to hear from residents in this neighbourhood who have been involved or who have benefited from the project. We would like to hear from you about what your experience has been of this project, whether it has made a difference to your life here, and what you would like to see it achieve in the future.

Often this sort of exercise is carried out by sending around questionnaires to be filled in and returned, but we would like to make it more of a conversation, which is why we are inviting you to come along and tell us in person.

The workshop will be a little different from the usual meeting, as we will be using an interactive poster to guide our discussion and to record our comments. Essentially the first bit of the workshop will be looking back over what has happened during the lifetime of the project, and after we have had a break and some refreshments the second part will be a chance to look forward, and begin to plan what needs to happen next. We will explain more on the night.

In the meantime, if you are able to spare the time to join us for what should be a fun exercise, then we would be delighted to see you. If you can make it, please can you reply to me at the number or address above and describe any special dietary or other requirements you may need in order to enjoy the evening fully?

I look forward to hearing from you,

Yours sincerely, Etc.

Appendix 2: An Agenda sheet for workshop participants

Workshop

Getting Started (30 minutes)

Welcome and Introductions

- Why are we here?
- What will happen today?
- Who is here?

Stage 1

- Labelling the Poster

Stage 2

- Signing In

Looking Back (60 minutes)

Stage 3

- Introducing the Timeline

Stage 4

- The High points and Low points: What for you was the highest point (i.e. the best moment) of the project and what was the lowest point (i.e. the worst moment)?

Stage 5

- Impacts of the Project:
  o What connections do we notice between the various highs and lows?
  o What changes have we noticed that we expected the project would achieve?
  o What changes have we noticed that we weren't expecting the project to bring about?

- Learning from the Project:
  o What have we learnt about delivering a project like this?
  o What would we do differently in the future?

Moving Forward (60 minutes)

Stage 6

- What do we want to do next?
- What do we need to do to achieve it?
- How does what we intend to do bring about what we want to achieve?
- How will we know we have succeeded?

Appendix 3: The Poster

1

Name of project: _____

4

high

low

3

time line =>=>=>=>=>=> time line =>=>=>=>=> time line =>=>

project
start date
_____

Project Evaluation Poster

2

Names	Group Name			

Who is not here?

=>=>=>time line =>=>=>=>=> time line =>=>=>=>=> time line =>
=>=>

you are here
today's date
_____

5

What have we learned?

IMPACTS

LEARNING

Moving Forward

1. What do we want to achieve next?

2. What do we need to do to achieve it?

3. How does what we intend to do bring about what we want to achieve?

4. We know we have succeeded when...

Appendix 4: Workshop Recording Sheet

Project Reflection Workshop

Name of the project

Date of poster workshop

Name of the facilitator

Who took part – Participants and their contact details

Chosen starting date of the project timeline

IMPACTS

What changes have we noticed that we expected the project would achieve?

Appendix 4: Workshop Recording Sheet (continued)

IMPACTS	LEARNING
What changes have we noticed that we weren't expecting the project to bring about?	What have we learned and what would we do differently next time?

MOVING FORWARD

What do we want to do next?

What do we need to do to achieve it?

MOVING FORWARD (continued)

How does what we intend to do bring about what we want to achieve?

And how can we measure our success?

Find more resources and information at:
https://www.near-neighbours.org.uk/