

**P2N CIC Ten Year Retrospective**



**Ten Year Retrospective**

**February 2026**

# 1. INTRODUCTION TO PHOENIX2 NETWORK (P2N) CIC RETROSPECTIVE

## 1.1. Purpose of this document

The aim of this document is both to record the history of this organisation and to define its legacy. This report will be part how-to-do-it guide, part summary of all the projects, and part lessons learned.

## 1.2. Evolution into a Community Interest Company (CIC)

We first started working together as a group, on the project that became BeePlus, while trying to get a virtual club recognised under Soroptimist International of Great Britain and Ireland (SIGBI). That was in 2009-10. The available technology at the time was very clunky, and would have made collaborating virtually quite hard, but we were prepared to give it a go and excited about the possibilities. There was some debate about this departure from the norm for SIGBI members, but we collected nearly enough expressions of interest to qualify to charter as a Soroptimist International (SI) club. We became SI Virtual One (Pilot).

Unfortunately, the SIGBI Management Board at the time was uncomfortable with this new concept and in 2011 demanded that we stop using the Virtual One (Pilot) name. We were very disappointed, and rather than give up on the idea completely we decided to become an independent group, working virtually, called Phoenix2 Network (P2N).

We set up a website and continued to develop the BeePlus project idea, with a partnership agreement with Rowse Honey in 2011. That worked very well, but it became apparent that funding possibilities were limited with an independent group, and there would be more opportunities if we became established as a CIC Limited by Guarantee. Under The Companies Act 2006, a CIC can be set up with the registration of a Memorandum of Association. Articles of Association describe the aims of the company and how it will be run.

Phoenix2 Network CIC was registered as such a company on 31 July 2014. This came with a requirement to maintain our details at Companies House and provide accounts and a tax submission to the HMRC annually. We rarely made a profit, as we ploughed any earnings into our ongoing projects, so had only small bills for business tax. This did however add to the administrative burden, for a small group giving their time on a voluntary basis.

The Company's objects, as declared in the Articles of Association, were to carry on activities which benefit the community and, in particular, (without limitation) to:

- relieve poverty and those in need by reason of financial hardship or other disadvantage through the creation of meaningful opportunities for enterprise, developing and managing pilot projects working in partnership with charities, social

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enterprise, business, public bodies and funding bodies to identify local solutions to community problems;

- advance citizenship or community development through raising awareness within particular communities or tackle specific issues in order to provide benefit and create a high quality of life and develop ways for people to join together to volunteer time, experience and skill project by project or on a micro basis to enable projects to be successful and delivered in a professional manner.

### 1.3. Vision and Mission Statement

**Vision:** Phoenix2 Network CIC was a group of dynamic women working as a virtual team to promote projects that made a difference to people in the community, and their opportunities in life.

**Mission:** By definition, the company's activities were to provide benefit to communities within the UK. Phoenix2 Network CIC aimed to design and test repeatable sustainable projects that could be taken forward by other organisations to transform the lives of others. The specific projects that the CIC incubated, were designed to achieve particular aims and to identify individual benefits.

### 1.4. Approach to projects

We used the 'paint by numbers' approach to projects. We started with running a small scale pilot version of each project. This was used to refine the details, with the aim to provide a model that anyone could replicate. In some cases we went on to run a full-blown version of the project, and in others we made our findings available to anyone that wanted to follow our lead.

### 1.5. Sections of this report

- **Bee Plus project**, and our relationship with Rowse Honey;
- **E-Plus project**, and recruitment of volunteers to help;
- **Better Babies**, and the transition to TES for our materials;
- **Plant2connect**, as a more modern website-based delivery of content;
- **Other projects**, including A is for Astronaut, Waste and the ongoing Water project still in development;
- **Lessons and Conclusions**, including the decision to dissolve the CIC and transition back to an unincorporated P2N;
- **And finally... Acknowledgements.**

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### 2. BEE PLUS

#### 2.1. Overview/Inspiration

In 2011 Bees were a hot topic with focus on the declining population of bees and theories around why this was happening. We were part of an experimental Soroptimist Virtual Club and were looking for a project. The bee issue was topical and newsworthy with environmental impact. We decided to produce a resource pack for Key Stage 2 children (aged 7-9 years). The object was to educate children and their parents about things they could do to make a difference in the declining bee population.

#### 2.2. Stakeholders

We partnered with the **British Bee Keeping Association (BBKA)** who let us use and adapt some materials they already had. The material was updated to provide a student workbook accompanied by a teachers' guide to the application of the workbook, providing a ready-made study of bees with many exercises for children to follow and obtain understanding of the importance of bees. After a pilot in 4 schools we approached **Rowse Honey** to obtain funding for the project with the aim of reaching 10,000 children using the **Soroptimist** network of clubs.

#### 2.3. Funding

Having carried out a pilot for the project and following amendments arising during that exercise, we approached Rowse Honey for funding which was granted. They also provided 'goodie bags' containing a recipe card, a wooden spoon, a jar of honey, a packet of seeds and a badge for the children.

#### 2.4. Timetable of Project

2009	Initial project idea, and discussions with BBKA
	Modifying BBKA material to produce information suitable for Key stage 2
2010	Selecting schools for a pilot
	Analysing pilot results and amending material and producing a CD, a workbook for students and a teachers' handbook
	Meeting with Rowse Honey – obtaining funding
2011	Sharing with 42 Soroptimist clubs around the country
	Receiving feedback from schools and Soroptimists
2012	Obtaining agreement to continue the project without Rowse money
	Advertising on web site about availability of materials
	Putting project on the Times Educational Supplement (TES) website
	Writing final report

## **P2N CIC Ten Year Retrospective**

### **2.5. Development of Project**

In 2009 the embryonic SI Virtual One (Pilot) Club, with 4 founder members, was looking for a project which could attract new members, was topical, and fitted into the Soroptimist programme areas. Educating children about bees was chosen.

We discussed going forward with BBKA and discovered they had some informative material produced some 10 years previously. They allowed us to use and modify this material as long as we acknowledged the source, which we did, aiming at 7-9 year old children.

The next step was to try out the material on 4 schools and then analyse feedback from them, so that the project could be rolled out to other schools around the country. From the feedback we produced a student workbook and a teachers' handbook together with a CD, but realised we would need funding to produce these hoping to reach 10,000 students.

We gave a presentation to Rowse Honey showing our materials and telling them about our aspirations. Rowse Honey agreed to fund our project under their brand and provide goody bags for the children. Rowse Honey agreed to be responsible for the printing, publishing and distribution, whilst acknowledging that the content belonged to SI Virtual One (Pilot) and the BBKA. We shared this information with Soroptimist Clubs in the UK with 42 taking up the opportunity to take part and reach out to schools in their area. Each SI club needed to provide £40 for admin and other fees which they did through fundraising ideas. We also contacted other possibly interested parties such as local authorities, governing bodies and associations and bodies we considered would be interested, including the Girl Guides.

Feedback from the SI clubs, the children, the teachers, Rowse Honey and BBKA was generally extremely positive and with some suggestions for amendments which were taken on board. Rowse Honey were delighted with the 10,000 uptake and the feedback they received directly from schools was amazing.

BBKA were delighted with the way SI and Rowse had developed their materials with such a successful take-up.

Following this successful roll out, but with no further funding, we obtained agreement to continue but in a different way. We advertised the materials, provided on a CD, on our web site. It was decided to advertise on TES and provide a CD containing all the material so that schools could still take up the project.

A final detailed report was produced which contained lists of participants and some fascinating photos from the schools.

### **2.6. Lessons Learned**

There were many lessons learned, including the need to understand curriculum planning, the slowness of some to respond, and to ensure explicit instructions are provided to all

## P2N CIC Ten Year Retrospective

participants. It would be sensible to contact interested parties (PTAs, local councillors) at the start of the project and to have a sample pack to present the project.

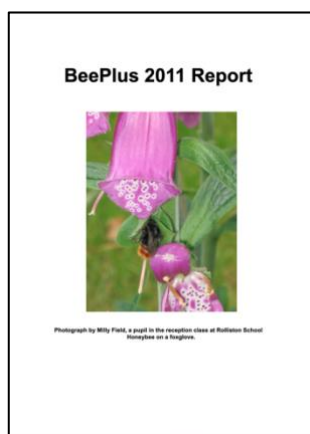
### 2.7. Conclusion

Sadly the bee problem has not gone away, in fact it is worse, and many global organisations, such as Avaaz, are now campaigning to force governments to stop using the chemicals that are now considered to be the main problem. The dangers of a world without bees are now being recognised and accepted. But it isn't too late. We can still stop the decline through education and pressure on those who make decisions. It is good to find that our project is being continued in many schools and others are taking it up even 14 years on.

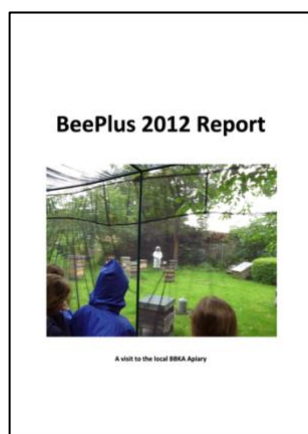
### 2.8. Resources

The reports that were issued from feedback received were published on our website. A sample document was made available via the TES website, promoting the CDs containing the teachers' manual and the workbook for the children.

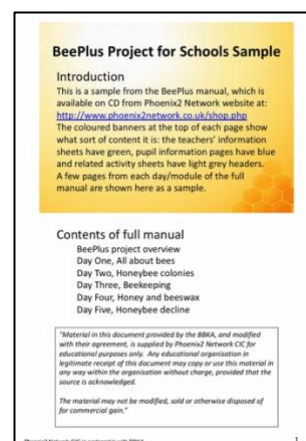
#### Reports:



BeePlus 2011 Feedback Report.pdf on P2N website



Final BeePlus 2012 report.pdf



BeePlus Project for Schools (aimed at KS2 pupils) on TES website

### 3. E-PLUS (Hounslow project)

#### 3.1. Overview

The E-Plus (Educate, Empower, and Enable) Hounslow Project was an initiative delivered by the newly registered P2N CIC, with the goal of helping people in recovery from mental health conditions to make a smooth transition back to paid employment. The project was a voluntary work experience scheme designed to build self-esteem and confidence through small, manageable steps. The Hounslow project represented a roll-out of a successful pilot, conducted in partnership with the Department for Work and Pensions (DWP).

#### 3.2. Inspiration

P2N CIC's research found that mental illness impacts confidence, self-esteem, and the ability to cope in social situations. It became apparent that few, if any, local programmes allowed people in recovery to experience a work programme involving small steps toward returning to full-time paid employment. E-Plus was specifically designed to fill this gap.

The project followed the P2N trademark 'painting by numbers' approach, meaning that once the idea had been successfully piloted, it could be repeated widely. A pilot project was successfully run in the boroughs of Kingston-upon-Thames and Richmond-upon-Thames in 2014, which served as the blueprint for the Hounslow implementation.

#### 3.3. Stakeholders

##### 3.3.1. Main Players

- **P2N CIC Directors:** Sue Waters, Carole Atkinson, Liz McConnell, Joyce Boorman, Tracy Gardiner.
- **Key Volunteer Roles:** Sue Waters (Project Coordinator), Dorothy Reoch (Employer Liaison), Valerie Purcell (Mentor Training and Statistics), and Jenny Brown (Assessor)

##### 3.3.2. Core Partners

- **Department for Work and Pensions (DWP):** The funding partner and primary source of referrals.
- **West London Mental Health Trust (WLMHT):** Provided considerable support and generated some good referrals.
- **Best Reception:** The virtual office company used to manage the diary and book assessment appointments, which was a system that worked very well.
- **Maswell Park Church:** The central venue used for Service User (SU) interviews, preparation workshops, and team meetings.

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### 3.3.3. Employers

The employers providing placements included RSPCA, Steam Museum, Music Museum, Heathrow Hotel, Novotel, Southall Cattery, Green Gym, Home Farm Trust, Wildlife and Wetlands Trust, Orleans House, Age UK Hounslow, and Foodbox Brentford.

**Charitable organisations** proved to be the most supportive and positive employers for voluntary placements.

### 3.4. Funding

The project was funded by a DWP initiative for area managers to develop local initiatives with local providers.

- The funding application process was lengthy, taking almost a year to complete.
- Funding was released based on a 'paid on results' model, requiring claims to be submitted on a monthly basis. This necessitated robust reporting and monitoring processes.
- A key lesson learned was that the lack of upfront funds would be a significant inhibiting factor for future projects, due to the need to recruit and fund specific management solutions, as P2N CIC does not operate with paid staff.
- The goals of the DWP ('Hard' outcomes) and P2N CIC ('Soft' outcomes) were very different, a point that P2N should have been firmer on when securing funding.

### 3.5. Timetable

Event	Date / Timing
P2N CIC Formed	July 2014
Kingston/Richmond Pilot Project	2014
Hounslow Preliminary Meeting	July 2015
Funding Application Success	Almost one year after original application
Interim Report Submitted	February 2017
Project End	July 2017
Evaluation Report Issued	March 2018

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### 3.6. Project Timeline

The project anticipated a substantial drop-out at each stage, setting targets to reflect this. The following statistics are based on the 58 referrals received from the DWP.

Stage	Action / Activity	Outcome Statistic (Percentage of DWP Referrals)
Assessment	Attended an initial interview.	42 (72%) attended.
Suitability	Assessed as suitable for the project (scoring 5 or more on a functionality scale).	35 (60%) deemed suitable.
Preparation	Completed both Service User workshops.	25 (71% of invited) completed.
Support	Assigned a personal mentor.	20 (80% of workshop completers) were assigned.
Voluntary Work	Placed in voluntary employment ('Soft' Outcome).	11 (45% of those assigned a mentor) were placed.
Paid Work	Obtained paid employment (of less than 16 hours per week).	4 (36% of those placed) were in paid work at the end of the project.

### 3.7. Development and Lessons Learned

The project was ultimately successful for the individuals involved, with those in placements still actively engaged in the work. Key learning points for future projects included:

#### 3.7.1. Project Management and Funding

- The Project Coordinator role was too demanding and time-consuming for a part-time volunteer; a paid coordinator is required for future projects, as coordinating people and communication was the major work.
- The difference between the DWP's 'Hard' outcomes focus and P2N's 'Soft' outcomes focus was problematic; P2N should have been more robust in securing funding for 'softer' outcomes.
- Engaging small, local providers is worthwhile, but they need **enormous expertise** to meet the administrative and procedural expectations of public sector funders.

#### 3.7.2. Volunteers and Mentors

- Recruitment was difficult, with one-to-one approaches to known, suitable people being the most successful tactic.

It is a demanding project for volunteers due to the vulnerable client group.

Volunteers felt that each mentor should only be asked to undertake one mentee at a time to maintain long-term commitment.

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- Administration and record-keeping (using Dropbox) was the least enjoyable part of the project and led to one person dropping out. More time should have been devoted to explaining its complexities.

### 3.7.3. Partnerships and Referrals

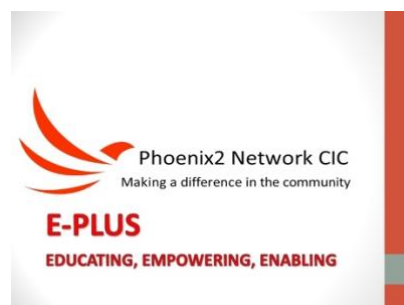
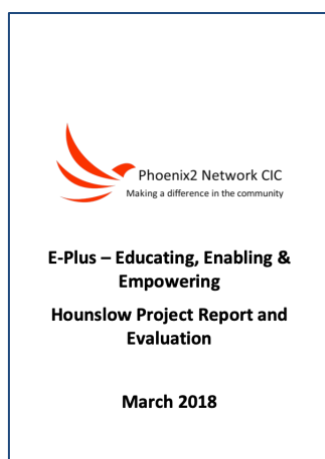
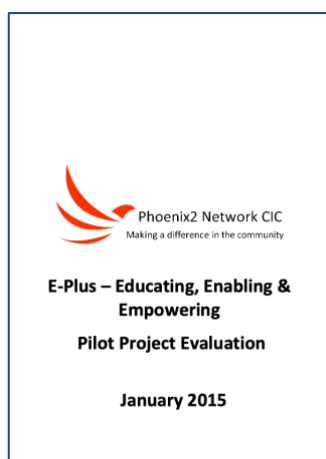
- Communication with the DWP was often difficult and frustrating due to frequent staff changes among Work Coaches. Lines of communication and full contact information should have been agreed upon and set in place at the beginning.
- Many referrals were inappropriate, indicating that DWP job coaches needed to be more aware of the project's criteria and the need for small steps for people with mental health issues.
- The use of Best Reception for managing assessment appointments was a good-value, effective system.

### 3.7.4. Placements and Impact

- Lack of understanding of mental health issues remains a key barrier among general employers.
- Charities and social enterprises were much more supportive and better equipped to offer placements than commercial businesses.
- Service Users highly valued the one-to-one support of a personal mentor.
- For future projects, P2N would build in far more time to recruit and train volunteers at the beginning.

## 3.8. Resources

There were project evaluation reports produced from the pilot run in Richmond and the larger scale project in Hounslow. There was also a presentation delivered at a wash-up event for all the stakeholders.



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### 4. BETTER BABIES

The Better Babies project for schools was developed in 2014.

#### 4.1. Overview/Inspiration

The problem that we were trying to address, was that a significant number of newborn babies in the UK had a birth weight which was below the normal range. It was worse than the EU average of 6.6% and on a par with Belgium at just under 7%. This was slightly better than Costa Rica and Italy, which were over 7%. As birth weight is a predictor for many bad outcomes in life, such as poor health and poor learning capacity, we were concerned. Moreover, the cost to the country is enormous, and we believed that the money would be better spent on prevention.

We hypothesised that the reasons were probably inadequate nutrition arising from poor diet and lifestyle, in spite of the fact that there is a considerable amount of information about prenatal care available in GP surgeries, libraries, anti-natal clinics, and on TV. We also assumed that there were groups of mothers to be who were unable to access or understand this information for various reasons such as low income, language difficulty, literacy level, and cultural prohibitions. Some might not even be registered with a GP.

#### 4.2. Stakeholders

This project was initiated by P2N CIC. During the early stages, meetings and discussions were held with Professor Michael Crawford from Imperial College.

#### 4.3. Funding

We didn't ask for or obtain any funding, although we realised it would be necessary if we went further than the pilot project.

#### 4.4. Timetable of Project

Steps 1 to 8 were achieved, but the remaining steps were never completed.

1.	Identify target geographical areas in the UK, probably where the six members of our organisation, (P2N) were living.
2.	Research the information that is currently made available to the public in those areas.
3.	Run an awareness raising campaign in each area, through leaflets in places where such information was usually found, and invite the public to a presentation about the issues.
4.	Persuade Prof Michael Crawford to come on board in order to gain his expert advice and information.
5.	Identify groups of participants for a Pilot.

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6.	Get some sponsorship for stage 1, possibly from nutrition companies.
7.	We thought we might be able to recruit helpers with relevant backgrounds in nursing and/or midwifery, to help with educational workshops.
8.	Produce an accessible workbook, using information that was generally available, that could be used to record inputs, outputs and progress before during and after pregnancy and birth.
9.	As already mentioned above, recruit some helpers, probably women with some background in nursing/midwifery.
10.	Hold a series of workshops to educate and monitor groups of women, probably over the course of one year.
11.	Report on outcomes.
12.	Obtain sponsorship.
13.	Eventually disseminate information and procedures, maybe via the Soroptimist network.

### 4.5. Development of Project

We carried out in depth research in scientific and medical publications and gathered information through our contact with Professor Crawford.

We did a survey of 200 new mothers in the London Borough of Hounslow, with a view to finding out how much they knew about preparing themselves for motherhood, and what their sources of information were. Many of the women had access to the internet, but the quality of the information varied, according to the site, and the language of the mother. Few had been given any information at school, in fact food, nutrition and health are not topics in their own right in the national curriculum.

We also developed a very comprehensive resource book, primarily aimed at 13-14 year olds, (non exam years, year 9, key stage 3) which could be used in a cross curricula way. The content and worksheets varied in difficulty, so were suitable for the average student, the gifted, and the less able. There were opportunities for students to do research on their own. We also produced an accompanying set of slides, that could be used in local awareness raising campaigns, or by teachers.

Unfortunately, our wider educational aims, the training workshops and recruitment of volunteers, were not accomplished, but our very good resource pack which is available to download from our website and from the TES website, has been accessed many times.

### 4.6. Lessons Learned

We don't always realise our aims.

We aren't very good at selling ourselves, or marketing the materials we produce.

## P2N CIC Ten Year Retrospective

We were a little slow to get going on this. We had a very good contact in Professor Michael Crawford, PHD, FSB, FRCPATH (Imperial College at Chelsea and Westminster Hospital) and founder of the Institute of Brain Chemistry and Human Nutrition and it is a pity we didn't move faster and make more use of his expertise.

However, on the positive side we do our research and produce excellent resource material. Our very good resource pack, including a power point presentation, is available to download from our website and has been accessed many, many times.

### 4.7. Conclusion

We wanted to provide help to identified groups of women with a view to increasing their take up of information that was available, and facilitate changes in attitude, diet and lifestyle, leading to better babies. We produced a workbook and placed it on the TES where it has been accessed from time to time during the last 10 years.

### 4.8. Resources

The resource pack, in the form of a report document, was produced and is still available from the TES website.



### 5. PLANT2CONNECT

#### 5.1. Project Overview

The project overview was to encourage those isolated by Covid-19 to nurture a plant in order to support their own mental health and contribute to a carbon-neutral planet.

P2N's mission for 2021 was to foster the well-being of individuals and communities, particularly those who lived in relative isolation and may have been lonely. We hoped to do this by encouraging people to be involved in growing plants. For each month we had a different focus.

#### 5.2. Inspiration

This project started as a *seed* of an idea and slowly *blossomed* into something that we could share with people!

As you can imagine it was all about growing plants, whether that was a herb in a pot on your kitchen shelf, a splash of colour in your window box, or a sapling in a wider space that will grow into a full-size tree. You could grow it for food, for show, as a tribute (a 'leafy legacy') or just to test whether they really do grow better when you talk to them!

#### 5.3. Stakeholders

The stakeholders were members of the public who had access to and used social media. This was an opportunity to use social media during the Covid lockdown as a way to engage people.

#### 5.4. Development and timeline

We used Canva and by setting up a monthly template we covered the topics:

- To connect to health, the community and the environment using the monthly awareness theme (see above).
- There was general information (with photos and videos) and ideas with an opportunity to do a little or a lot, but certainly to do something.
- There was an appropriate quiz (with answers the following month thus encouraging people to keep connected).
- There were links to more information.

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We built a separate website in 2021 for this: [www.plant2connect.co.uk](http://www.plant2connect.co.uk)

and highlighted a particular theme each month. The supporting information for each of these was also provided on the sub-pages of our main website.

Starting in May 2021 we covered 12 months to April 2022. They were:

- a. **20 May**, World Bee Day
- b. **1-6 June**, National Growing for Wellbeing Week
- c. **15 July**, National Give Something Away Day, started in USA but adopted in the UK
- d. **9-15 August**, National Allotment Week
- e. **Third week in September**, National Indoor Plant Week in USA
- f. **10 October**, World Mental Health Day
- g. **27 November – 5 December**, National Tree Week
- h. **25 December**, (partridge in a) pear tree
- i. **10 January**, Houseplant Appreciation Day
- j. **17 February**, National Random Acts of Kindness Day in USA
- k. **22 March**, World Water Day
- l. **13 April**, International Plant Appreciation Day

The months were divided among the Directors so as to spread the work load. Each used the template in their own ways, which gave variety to the year even though covering the same elements.

The designated website was closed down at the end of 2024 following the decision to dissolve the CIC.

### 5.5. Funding

No funding was involved for this project. It was just the time spent doing it using Canva, to which we had no fees (for photos and additional add-ons) as we were registered with them as a CIC.

### 5.6. Potential materials

There was talk of turning the plant2connect website pages into a physical resource, such as a journal or calendar, using a template from Canva. This has yet to come to fruition.

### 5.7. Lessons learned

The main problem with delivering a project via the internet was that it was difficult to confirm that the audience was being reached, and that the expected benefits were achieved. Had we used a lot of time and resources to no end? Who knows!

## P2N CIC Ten Year Retrospective

In future we need to include some way(s) of obtaining numbers reached and feedback of some sorts. For this we would need support of expertise in these areas (with its cost implication).

Overall, it was an interesting project and we all enjoyed the months that we undertook, which in itself may have been therapeutic for us during the Covid-19 lockdown.

### 5.8. Resources

The following is just one of the month's entries:

## JANUARY 2022      HOUSE PLANT APPRECIATION DAY

- Houseplants can improve your mood
- Reduce fatigue
- Lower stress and anxiety
- Can provide an interest



- Houseplants can be a topic of conversation
- Exchange cuttings with neighbours
- Visit the library to read up about growing indoors



- Houseplants can provide better air quality
- Orchids on the windowsill are good to look at and bring nature into the home or workplace
- Growing your own herbs are a very small first step into a movement for more local and sustainable food sources



## JANUARY 2022      HOUSEPLANT APPRECIATION DAY

### WHAT ELSE?

We are learning more and more about the benefits of connecting to nature in simple and easy ways. Cultivating a houseplant might not seem like much, but if it has the power to lower blood pressure, relieve stress and provide a sense of wellbeing just by watering and taking care of it, why not give it a go?

### QUIZ

1. List three pot plants that have a distinctive scent.
2. What is the common name for *Dracaena Trifasciata*?
3. Why is the Mother of Thousands plant called that?

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### JANUARY 2022

### HOUSE PLANT APPRECIATION DAY

#### Health

**Pot plants** bring colour and/or scent to a room which can be cheery on a dull day. These plants need care and attention which focuses the mind and allows other troubles to be sidelined. Studies show blood pressure can be lowered just by working with or alongside living plants.

#### Community

**Visit the library or a local gardening group** to read up or learn about the different plants you can grow and where to grow them - in the kitchen, in the bathroom, in the living room or in the bedroom. Talking to other plant enthusiasts can lead to other social interactions.

#### Environment

**Every plant**, whether indoors or outdoors, helps to improve the air quality. Based on the concept of 'do one small thing', your houseplant contribution is helping improve the air quality in your own home or office. Even if (or when) the plant dies, adding it to your compost heap will help increase nutrients in the soil.

### JANUARY 2022

### HOUSEPLANT APPRECIATION DAY

#### Something to do/something to learn

#### **CELEBRATE HOUSEPLANT APPRECIATION DAY, BY:**

- Talking to them! Research shows they thrive and grow bigger and healthier when you do
- Treat them to a new plant pot or decorate the one they are already in. This can help you change your environment too
- Take a cutting and gift it to someone
- Create a display of houseplants on your window sill or balcony for others to appreciate



#### **Just One Thing - Get Some Houseplants**

Michael discovers houseplants can make a big difference - a bit of greenery can improve your mood, fight fatigue, and amazingly, boost your brain power and your air quality.



#### **Taking Cuttings**

Taking cuttings is a great way to save money and a lovely gift for someone



#### **How (not) to kill your indoor herb garden**

Start by selecting vibrant healthy plants and then decide where best to position them. With a little knowledge and dedication, you will be able to enjoy the delights of a healthy indoor herb garden

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**JANUARY 2022**



**HOUSEPLANT APPRECIATION DAY**

**Plants give us oxygen  
for the lungs  
and the soul.**

Linda Solegato



### A look back at December's Quiz

- |  |   |
|--|---|
| 1. Which country started the tradition of putting up a Christmas tree?   | 1. Germany  |
| 2. Because of the time difference, do people in Australia get to celebrate Christmas Day before or after people in the UK? | 2. Before   |
| 3. According to UK tradition, when should you have your Christmas decorations down by?                                     | 3. 12th Night from Christmas Day, making it 5th Jan                 |
| 4. In the Ukraine they use fake spiders webs instead of what?  | 4. Christmas tree decorations                                       |
| 5. The poinsettia plant originally came from which country?  | 5. The poinsettia plant is indigenous to Mexico and Central America |

### 6. OTHER PROJECTS

#### 6.1. Introduction

Apart from the main projects already reported, there were some ideas that were worked up but never quite made it as a fully-fledged project. Either the target audience was difficult to define, or there were others in the same field that made it awkward to find our niche. We record them here, in case they could be adopted and developed by others in the future.

#### 6.2. A is for Astronaut Project

The initial inspiration for this project was a television advert that challenged gender stereotypes for some professions – showing women as firefighters, surgeons and pilots. <https://www.youtube.com/watch?v=G3Aweo-74kY&t=93s>. This was reinforced by a speech given by Helen Sharman, the first British woman astronaut, advocating introducing girls to science at a younger age so that they might aspire to being an astronaut or similar.



##### 6.2.1. Stakeholders

The main stakeholder identified for this project would be schools, particularly primary schools, and the national curriculum that guides their teachings.

##### 6.2.2. Funding

We did not explore potential funding through the early stages of this project, as we were still unsure of the exact product and method of delivery.

##### 6.2.3. Project Timetable

Whilst the idea was born in 2017, most of the work on this project was done in 2018, with the social media campaign through the autumn to engage the public and elicit ideas. In the background there was debate about the design of a worksheet, for a child to identify their potential skills and preferences of future career. There was also the collation of information for all the example careers we had chosen. This work stalled a little when we acknowledged that we needed to be gender neutral in all our products, although the initial target was to encourage girls into science subjects early.

##### 6.2.4. Development of the project

As part of this project we hoped to engage the community, so started a social media campaign taking each letter of the alphabet and asking for suggested professions.

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### 6.2.5. Project Timeline

Starting on 20 April 2017 on our Facebook page we wrote:

*Our new idea for a project is called "A is for Astronaut", inspired by hearing a talk from Helen Sharman, to challenge primary school girls to think more widely about Science, Technology, Engineering and Maths (STEM) subjects and potential careers. Watch this space!!*

From July to the end of August 2018 we posted a letter of the alphabet each day and asked for suggested careers beginning with that letter. Each post had a few cartoons of professions, to attract attention from our audience. When all the responses were in, we then down-selected a couple of examples for each letter, and went through the alphabet again during September to ask for more details. This may have raised our profile, but unfortunately did not glean many responses.

*From the alphabet of ideas suggesting career options for children at various ages, for our project called A is for Astronaut, we chose Baker and Bee keeper for the letter B. We now need to build some fact sheets for our chosen jobs. Who would be the best examples of each profession, that a child in the UK might know? Could you help provide some information about the job? We look forward to your help in putting together the resource pack for this project.*

### 6.2.6. Lessons Learned

The lessons learned from this project were mostly about the difficulties of defining our intended audience and making something practical for the delivery of the information. By 2019 we had moved on to concentrate on the Waste project.

## 6.3. Waste Project

### 6.3.1. Inspiration

This project was originally designed to raise awareness of plastic waste, but with specific focus on the takeaway meals industry. The tiffin box was selected as a suitable symbol for this project, as there had been a report on the BBC in August 2019 of one man's approach to use reusable metal containers, called tiffins, for food orders. This was part of the inspiration of this project.



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The takeaway owner fighting plastic waste with tiffins

<https://www.bbc.co.uk/news/av/uk-england-somerset-49515252/the-takeaway-owner-fighting-plastic-waste-with-tiffins> Inspired by his eleven-year-old daughter, takeaway owner Moslek Uddin is using reusable metal containers, called tiffins, for food orders. He was using throw-away containers for up to 800 customers a week in Weston-super-Mare. But his daughter Myesha asked him to stop after watching the BBC's Blue Planet appeal.

The main reason for the design of this project was a wish to tackle waste. The particular issue for landfill is single-use plastic. To raise awareness of this problem, and to potentially change the behaviour of the people of the UK, and the rest of the world, this project aims to provide educational materials for use in schools.

The focus for the project is the use of plastic boxes in the takeaway industry. There were reports on the news about the volume of the business of, and therefore the waste from, the takeaway meals industry. To promote use of more reusable boxes, made of materials other than plastic, this project was born.

The idea is that a single issue is easier to address, rather than the entirety of waste management. There is however the hope that the good habits being suggested as part of this project will transfer readily to other aspects of how we reduce waste and recycle our resources.

The format of the project was based on previous work done by P2N CIC, to provide educational materials that can be used in the classroom easily, without further development.

## P2N CIC Ten Year Retrospective

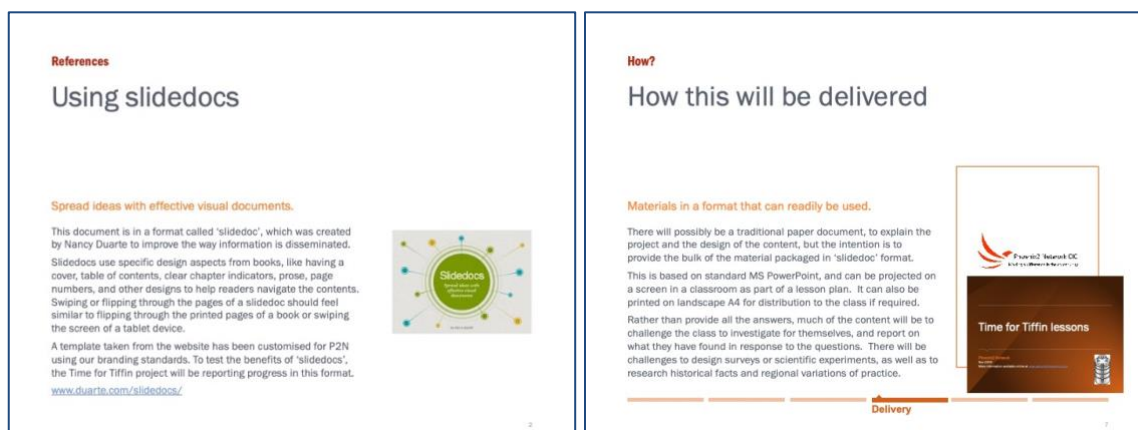
### 6.3.2. Development of the project

We considered some ideas for lessons, tailored to the curriculum. The initial idea was to set challenges for research, design or actual experimentation, across a variety of subjects in the national curriculum. For example, the question of how others have dealt with the problem of food carriage and waste could be addressed in history lessons for previous centuries and in geography lessons for different approaches around the world. The depth of research will depend on the age of the children and the time and resources at their disposal. The point is to challenge the class to investigate for themselves, and report on what they have found in response to the questions.

The delivery method was decided to be materials in a format that could readily be used. These were possibly going to be in a traditional paper document, to explain the project and the design of the content, but the intention is to provide the bulk of the material packaged in 'slidedoc' format. This is based on standard Microsoft PowerPoint, and can be projected on a screen in a classroom as part of a lesson plan. It can also be printed on landscape A4 for distribution to the class if required. Rather than provide all the answers, much of the content will be to challenge the class to investigate for themselves, to design surveys or scientific experiments, as well as to research historical facts and regional variations of practice.

### 6.3.3. Resources

The following are example pages from our project summary document, showing the use of 'slidedoc' format.



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### 6.4. Water Project

The water project was being outlined almost at the same time as the Waste project, to provide information to an older audience about the need to conserve this precious resource.

#### 6.4.1. Overview

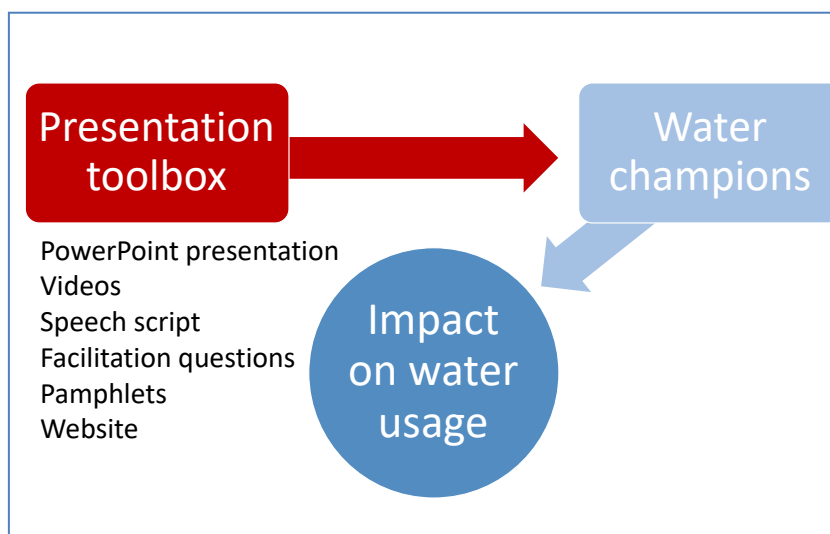
Water is a very precious resource. Because of climate change, supplies are dwindling and are now at a very low level (rivers, lakes, ground water). So, the solution is that we have to conserve more and use less. We need to measure what we use and for what purposes, and establish priorities. We could do this by some sort of 'Individual Water footprint' activity.

#### 6.4.2. Target Audience

Our proposed target audience - older people – could be reached through the U3A, although the project may have more appeal to younger groups (schools?) if there are prizes.

#### 6.4.3. Development of Project

The project could generate a presentation toolbox for use by 'Champions' to spread the word about the importance of water in the climate change crisis. Champions are volunteers to be identified and recruited to work with P2N on this project.



It needs to be community based – to fit in with potential lottery funding.

A range of materials can be provided in the presentation toolbox: a script for speeches, a list of questions for facilitated meetings, a video (or series of them), a PowerPoint presentation (with or without voice-over) etc. We will need to decide whether it is going to be a physical set of pamphlets etc or purely digital resources from our website.

Definitions of the key buzz phrases in this area: water security, the water cycle, water footprint, Day Zero, others?

We will request feedback so that we can report on impact from the project.

## **P2N CIC Ten Year Retrospective**

Perhaps participants could support/partner with a group in a developing country that is already suffering from a water shortage. We will need to investigate how this might be incorporated as a possible 'add-on'.

### **6.4.4. Funding**

There may be potential Lottery funding (which may now be difficult with the dissolving of the CIC), but we will have to look at other avenues.

### **6.4.5. Timetable**

The timetable will be addressed once we decide to continue with the project. It could be a longer term development.

# 7. LESSONS CONCLUSIONS AND DISSOLUTION

## 7.1. Main lessons

If you are thinking of registering as a CIC, it is worth investigating the following –

- Working remotely;
- Partnerships with other organisations;
- Managing volunteers;
- The need for feedback from projects, so that we could confirm the intended benefits were being realised and to apply any insights to improve the project.

In summary, working as a virtual group brings its challenges, but improvements in the available remote-working technology have mitigated most of these (unfortunately, we have to thank the Covid-19 pandemic for some of this).

## 7.2. Decision to Dissolve the CIC

At the AGM in summer 2023 we agreed to dissolve the CIC, due to its administrative burden and return to being an unincorporated body of volunteers (called P2N again). We also agreed to continue with the water project we had started to define.

The dissolution would mean that the company was stricken from the record at Companies House, after certain conditions had been met. The form to apply for this to happen was completed and submitted. P2N CIC was formally dissolved on 15 April 2025.

## 7.3. Retention of records (TES)

The materials that we developed for our projects needed to be retained in the public domain. Mostly this has been through the TES website, as they are fundamentally educational resources. This document, and the continued running of P2N (as a group, rather than a CIC) will be made available on our website.

## 7.4. Distribution of remaining BeePlus CDs

We contacted some libraries (both local and county based) but found it would not be possible to donate the remaining BeePlus CDs to them. Following discussion, the SIGBI Programme Director was approached, and she agreed to take the 148 CDs, to go to clubs who would like them on a first come first served basis.

It seemed appropriate that the project should go back to where it started.

### **8. And Finally... Acknowledgements**

The Directors of P2N want to thank all the organisations and individuals who have taken part in the various projects over the years. We could not have achieved what we did without you all. The support and co-operation from companies, schools (both teachers and children), organisations, local authorities, Government Departments, not-for-profit organisations and charities we have worked with was outstanding. We have not mentioned them by name here, but they are captured in the projects in which they participated.

Also, the services, tools and expertise from technical/technology providers and communication platforms (Dropbox, Skype, Zoom, Yola, Best Reception and Canva, just to name a few) we experimented with and used over the period enabled our virtual operations to do what at some times we thought unachievable. Working virtually now is so very different from when we started in 2010.

So, thank you all from five grateful Directors: Sue, Liz, Carole, Tracy and Joyce.



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