



Thornton Lodge Action Group Return2Learn Project Mid Term Evaluation October 2016

Jude Lancaster
Lancaster Consulting (HR) Ltd
Beehive Mills
Hebble End
Hebden Bridge
HX7 6HJ
Tel: 01422 846934
07979452053
judelancaster@
lancasterconsultingweb.co.uk



Thornton Lodge Action Group



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SECTION ONE EXECUTIVE SUMMARY

This report provides a mid-term evaluation of the Return2Learn project which is funded by the Big Lottery Reaching Communities programme over five years from October 2013 to September 2018. This evaluation covers the first three years of the project – October 13 – September 2016. The aim of the project is to engage hard to reach beneficiaries who are the furthest away from education and employment in the Thornton Lodge and Crosland Moor communities of Huddersfield in the Borough of Kirklees and to improve their life chances by supporting them back into learning. The project also seeks to help participants to develop confidence, to improve their employability and if possible gain employment, thus improving their well-being and self-esteem and consequently helping to build stronger local communities.

This evaluation seeks to:

- introduce the project and its background
- review the activities undertaken by the project and assess the progress made towards intended outcomes and milestones of the project
- consider the impact of the project on beneficiaries and other stakeholders involved in the project
- evaluate the effectiveness of the approach adopted by the project team and the project's management
- identify any learning that might improve delivery for the final two years of the project.

Section Two introduces the Thornton Lodge Action Group (TAG) and its work over many years supporting disadvantaged communities. It sets out the rationale for seeking Reaching Communities funding and the outcomes, volumes and timescales for delivery as agreed with Big Lottery. The project delivery team consisted of two part-time staff, a Development Worker and an IAG (Information, Advice and Guidance) Adviser.

Section Three describes the operating environment of the project. The population of Kirklees face many challenges as identified in the Kirklees Partnership's Joint Strategic Needs Assessment. It contains thirty-seven Lower Super Output Areas (LSOAs) which rank among the worst 10% nationally against criteria including income, employment, health deprivation and disability, education, skills and training, crime and living environment. The project targeted its support at some of the most deprived communities in the Borough.

Section Four sets out the methodology adopted by the research team at Lancaster Consulting (HR) Ltd. to assess the effectiveness, efficiency and impact of the project. This included desk research, interviews with TAG staff and Board members, in-depth scrutiny of project documentation relating to training and IAG delivery, as well as interviews with beneficiaries and local stakeholders.

Section Five introduces the project programme which set out to engage participants through Open Days and effective publicity and then encouraging those furthest from learning and the labour market to choose what courses they would like to pursue and designing a full teaching programme based on client feedback. All those attending TAG courses were offered one to one Information, Advice and Guidance sessions but anyone in the community could also access this support and attend Job Shop sessions where in-depth job search, help with application forms and coaching for interviews were available.



SECTION ONE EXECUTIVE SUMMARY CONTD

Section Six examines the profile of the beneficiaries who engaged on the project. The majority of beneficiaries in all three years came from homes within walking distance of the Thornton Lodge Community Centre. However as the project became established and known, so beneficiaries came from further afield. The courses were mostly attended by women although this was addressed in Year 3 and a change of course topics did attract a small cohort of men. The IAG and Job Shop service did attract a steady attendance of male beneficiaries. The majority of beneficiaries for both services were of Pakistani origin, reflecting the makeup of the local population. However other Asian, Black African and Caribbean, Middle Eastern, many of whom were refugees, and White British people benefited from the project. Most of the participants over all three years described themselves as workless or unemployed. A significant proportion of beneficiaries came to the project with no qualifications, with only a small percentage holding qualifications above Level 2, gained either in the UK or overseas at 17%, 9% and 15% respectively.

Section Seven considers the effectiveness of the management and administration arrangements in place to ensure the effective delivery of the contract. The research team found clear evidence of rigorous supervision and accountability. The team expressed loyalty to the Chair and felt supported by him. The administration of the project was well developed and there were efficient paper trails for all elements of project delivery. The collation of individual learning and participation records was exemplary, with thorough, carefully prepared evidence trails with showing continuous improvement over the three years' delivery to date.

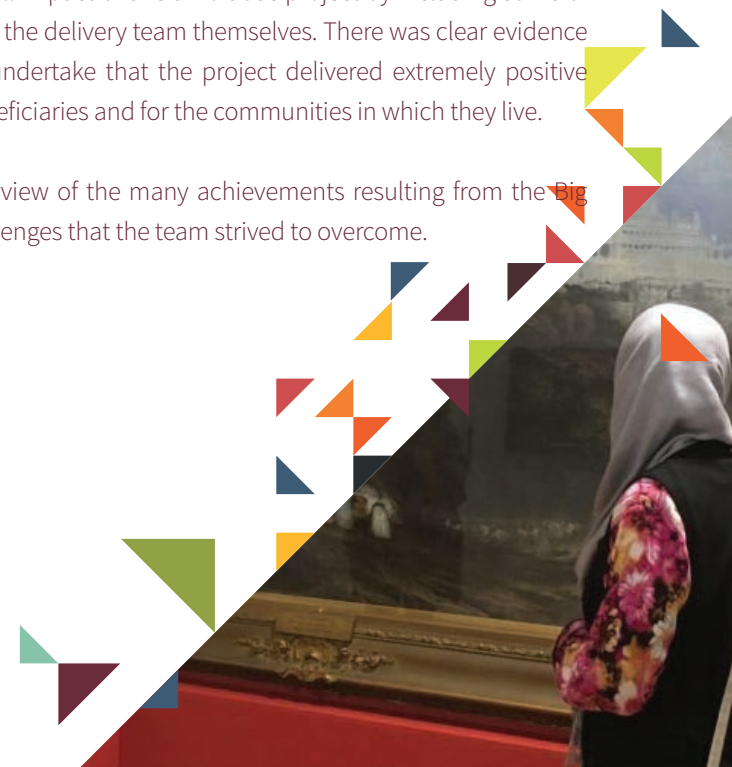
Section Eight sets out the final outcomes achieved and assesses the impact of the project. In all cases, the project outcomes were either achieved or over-achieved.

Section 8.1 provides an analysis of the teaching and learning delivered by the project and an evaluation of performance against Outcomes 1 and 2. It also examines the impact of the training on beneficiaries. An analysis of feedback forms shows an overwhelming endorsement of the quality of teaching and learning delivered by the tutors procured by the delivery team. Comments provided by learners reflect the positive impact the courses had. Section 8.2 considers the impact of the employment support provided and sets out an analysis of the IAG advice and outcomes based on the 100% sample provided to the research team.

Section 8.3 provides five case studies are provided, all of which show the enthusiasm the clients had for the support they were given by the delivery team.

Section 8.4 provides some feedback from the community stakeholders of the project. Section 8.5 summarises the overall impact of this ambitious project by including some of the eloquent comments made by the delivery team themselves. There was clear evidence from the detailed assessments undertake that the project delivered extremely positive outcomes for both individual beneficiaries and for the communities in which they live.

Section Nine offers a short overview of the many achievements resulting from the Big Lottery's investment and the challenges that the team strived to overcome.





SECTION ONE EXECUTIVE SUMMARY CONTD

Finally, the research team offer ten recommendations for the last two years of the project and for future projects of this nature for Big Lottery and the TAG Board to consider:

Recommendation 1: That the delivery team and Board work together to identify ways to attract men to participate more in the Return2Learn project, possibly by engaging a temporary, part time male worker to promote the project and to work with the local community to identify courses more likely to attract a male audience.

Recommendation 2: That the delivery team and Board work together to identify ways to attract White British participants in the Return2Learn project, possibly by promoting activities to emphasise they are open to all.





Recommendation 3: That the delivery team review monitoring arrangements for caring responsibilities and decide which of the two definitions i) elder care and care for family members with disabilities or ii) caring to include the care of young children, they wish to monitor (the latter would appear to be more useful as a determinant of the challenges faced by beneficiaries in accessing learning) and ensure that those completing project paperwork understand what they are reporting under this criterion.

Recommendation 4: That the Project team review the funding arrangements for the Project and if possible discuss with Big Lottery the feasibility of reallocating some funds to cover the wages of a receptionist for the project to free up the other staff and reduce their workloads. If this is not possible, then to ensure for future bids of this kind, that a full time Project Manager is costed in to support the Development and IAG workers.

Recommendation 5: That the Destination and Evaluation sheet be revised to encourage more useful feedback on the learning experience – e.g. measuring confidence and reduced apprehension, using emojis to assist those with limited language skills.

Recommendation 6: That a simple data sheet is developed to supplement the IAG form structured as a tick sheet to record the areas focused on during the IAG and job shop sessions which would facilitate analysis and assist in developing and targeting resources based on demand.

Recommendation 7: That a simple career plan template is developed to formalise the action plan discussed and developed in the one to one IAG and job shop sessions so that the project team can hold a copy as clear evidence of the outcome achieved and the beneficiary can take the plan away with them to refer to as a motivation to fulfil the plan agreed.

Recommendation 8: That a clear record is kept on the back of each IAG form to record on-going/repeat support for clients.

Recommendation 9: That the project team work together to devise a clear record for progression of beneficiaries (Outcome 3) for the final two years of the project.

Recommendation 10: That the Board work with the project team to source expert mentoring and support for the project staff as an outlet for the distressing cases they are dealing with on a day to day basis.





SECTION TWO BACKGROUND

Thornton Lodge Action Group (TAG) was established in 2006 after Kirklees Council had earmarked regeneration funds for the local area. The residents grouped together to identify their priorities so that they could influence the Council on how the money was to be spent. They grouped their concerns into four key areas:

- i. the local environment
- ii. education and training
- iii. sports and recreation with a particular focus on young people and children
- iv. health and well-being.

Following the regeneration investment, the residents continued to meet to progress their four aims and the Council's support also continued, firstly with relatively small pots of money (£2,000 - £4,000) and TAG grew from there. The organisation formed a partnership with Thornton Lodge Community Centre which was Council owned and this provides a base for all TAG's delivery. The building is shared with the Pre-School Alliance which focuses on pre-school/early learning, a resource which is well used by the local community. Sure Start also provides an outreach service in the Centre once a week and it is also available for hire to the public.

Since those early days, TAG has successfully delivered a range of youth services funded by the Local Authority, Calderdale and Kirklees NHS Foundation Trust and Comic Relief as well as a number of training courses funded through ESF community grants & Awards for All.



This work has enabled the TAG Board to build up a wealth of knowledge and expertise in addressing the many challenges experienced by their local community. (See Section 3 – Operating Environment – below)

In 2012, the Board felt that they had developed sufficient capacity to submit an application to the Big Lottery Reaching Communities programme for five years' funding for work with the hard to reach, disadvantaged community in which they were based. They recognised that many of the residents with whom they were engaged had been out of education, many since leaving school. This was a population of predominantly Pakistani origin; many had received only basic education in Pakistan, leaving school at sixteen; many had come to the U.K. to take up work in the textile industry and now needed to gain basic skills if they were to compete in the local job market. In an area of high unemployment, many were coming

to TAG with very low basic skills including literacy, numeracy, spoken and written English and I.T. Local women felt safe coming to the Centre and were asking for training with the goal of finding work now their children had reached school age. The Board felt that the Big Lottery could help the team support local people to narrow the gap between their current skills levels and achieving in the labour market.

Their bid was successful and the project runs from October 2013 to September 2018 and this report documents an evaluation of the delivery team's performance from its inception to September 2016, the first three years' of the project. The value of the contract with the Big Lottery was £271,188 over the five years.

Table 1: Target Outcomes for the five years' delivery

Outcome No.	Milestone	Volume	Timescale
Outcome 1 BAME beneficiaries will have increased confidence, raised aspirations and reduced apprehension about acquiring new skills	1a. The number of learners engaged leading to enrolment	60 90 120 120 120 Total: 510	Year One Year Two Year Three Year Four Year Five By the end of the project
	1b. Participation levels of individuals on courses	216	By the end of Year Three
	1c. Number of people having reduced apprehension about learning and acquiring new skills	408	By the end of the project
Outcome 2 BAME beneficiaries will have improved employability and transferable skills leading to increased chances of gaining employment	2a. Clients reporting improved basic English, Maths and IT skills, time keeping skills and reliability	60	By the end of Year One
	2b. Clients complete 12 week course (30 hrs) in specific area and gain recognition	216	By the end of Year Three
	2c. Clients have improved employability and transferable skills leading to increased chances of gaining employment	408	By the end of the project
Outcome 3 BAME beneficiaries will be better supported and will be more confident in reaching their personal goals	3a. Number of new clients seen by IAG worker	120 access the service more than once	By the end of the project
	3b. Clients have developed a career action plan	306 have a realistic and achievable action career plan in place to follow	By the end of Year Three
	3c. Level of take up and progression into further education, training or employment	IAG services assisted 558 clients into further opportunities in education, training or employment	By the end of the project

The offer was an ambitious one and comprised the outcomes as set out in Table 1 on the right.

In addition to committing to these stretching targets, the TAG Board also identified the following specific activities as set out in Table 2 on the left:

It should be noted that there is an overlap in the outcomes listed in Tables 1 and 2 above.

The delivery team consisted of a part-time Development Worker (18.5 hrs p/w) and a part-time IAG (Information, Advice and Guidance) Adviser. The IAG Adviser resigned in October 2015 and her replacement took up her post in February 2016. While the Chair, himself a qualified IAG Adviser, provided some cover while the post was filled, this did have an impact on outcomes in Year Three.

Table 2: Activity outcomes for the five year project

Year One	4 community led courses (2.5 hrs p/w) over 12 weeks for 60 learners
	108 individuals will access our local IAG service gaining support to secure employment and training
	100 individuals will attend our annual jobs fair and learner celebration events
Year Two	6 community led courses (2.5 hrs p/w) over 12 weeks for 90 learners
	108 individuals will access our local IAG service gaining support to secure employment and training
	150 individuals will attend our annual jobs fair and learner celebration events
Year Three	8 community led courses (2.5 hrs p/w) over 12 weeks for 60 learners
	216 individuals will access our local IAG service gaining support to secure employment and training
	150 individuals will attend our annual jobs fair and learner celebration events
Year Four	8 community led courses (2.5 hrs p/w) over 12 weeks for 60 learners
	216 individuals will access our local IAG service gaining support to secure employment and training
	200 individuals will attend our annual jobs fair and learner celebration events
Year Five	8 community led courses (2.5 hrs p/w) over 12 weeks for 60 learners
	216 individuals will access our local IAG service gaining support to secure employment and training
	200 individuals will attend our annual jobs fair and learner celebration events



SECTION THREE OPERATING ENVIRONMENT

The Return2Learn project has been delivered in the 11th largest local authority area in the country. While some parts of the Borough are rural and relatively affluent, Kirklees remains one of the 50 most deprived districts in England for both income and employment summary measures. It contains thirty-seven Lower Super Output Areas (LSOAs) which rank among the worst 10% nationally against criteria including income, employment, health deprivation and disability, education, skills and training, crime and living environment.

Kirklees Partnership's Joint Strategic Needs Assessment 2016, containing updates from the 2013 and 2015 publications, reports the following:

- a growing population of 423,000 people with a ratio of 180 working age people to every 100 of non-working age

- an ethnically diverse population with 23% giving their ethnicity as non-White in the 2011 census while in Huddersfield, the percentage is 16%. However in Thornton Lodge and Crosland Moor, the minority ethnic (largely of Pakistani heritage) population reflects the higher Borough average;

- life expectancy at birth and at the age of 65, while increasing, is lower than in England as a whole, with residents in the most deprived communities in Kirklees showing as much as a four year gap.

- infant deaths while reducing in number, remain higher than the national average, causes include low birth weight, smoking during pregnancy and congenital abnormality, especially in Pakistani origin families

- two out of five children experience family breakdown, at least half of these before the age of three in Kirklees

- At Early Years Foundation stage, pupils of Asian Pakistani heritage were the lowest performing group with 52% achieving the expected level compared to 74% of white pupils
- by 16 years old, 48% of children are living with only one parent
- While 51% of students attained 5 or more A* to CGCSEs, this remains lower than the national average for both Asian Pakistani heritage and for all pupils
- in 2012, 21% of adults reported depression, anxiety or other mental health conditions
- 12.2% of the Kirklees working population have no qualifications (approximately 28,000 residents) largely living in the most deprived communities
- critical health concerns including respiratory disease, obesity, smoking, alcohol and drug related conditions, diabetes, cancer, in particular lung cancer, and cardiovascular disease
- in 2012, 60,000 adults, one in five, were carers in Kirklees
- Job Seekers Allowance claimants have been steadily declining since 2012, currently at 2.3% unemployment, however sanction levels are high at approximately 580 a month and other benefit claims are high at 16%.

Research in the Borough has shown a direct correlation between low academic achievement, low income and unemployment/under-employment. The project is therefore functioning in a challenging environment, targeting many of the most vulnerable and disadvantaged residents in the Borough.





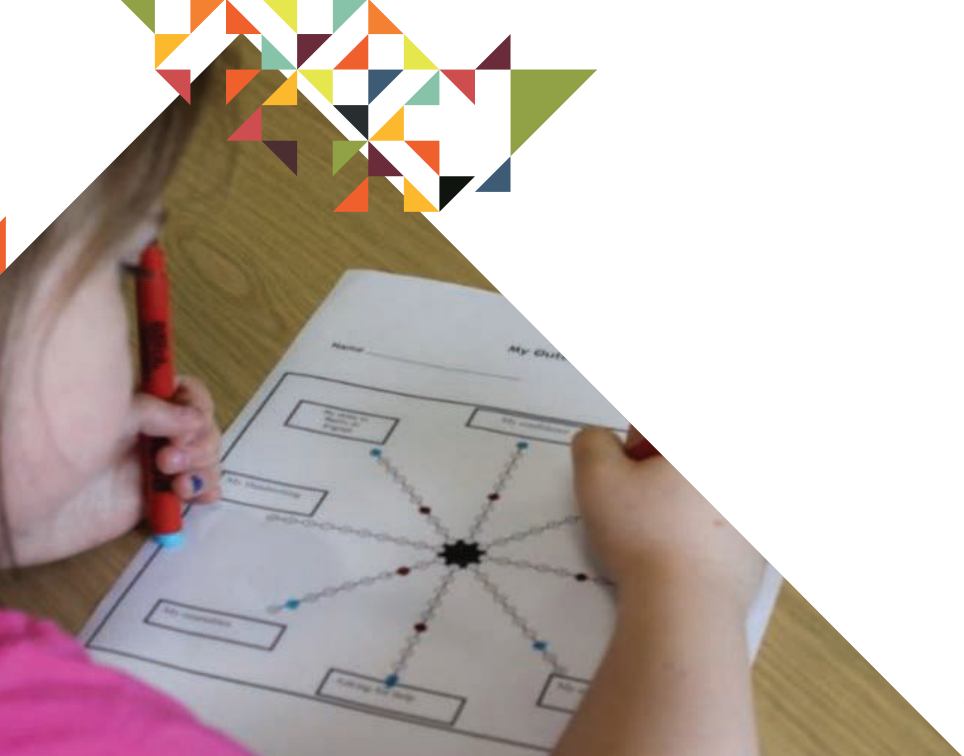
SECTION FOUR RESEARCH METHODOLOGY

Lancaster Consulting was commissioned by Thornton Lodge Action Group (TAG) to undertake an evaluation of the Return2Learn contract in the Summer 2016. The company was established in 2006 and its diverse team of associates have decades of experience in carrying out research, investigations, running focus groups and undertaking evaluations as well as community development, the provision of advice and guidance to community based organisations, capacity building and employment related training. The lead researchers were able to bring to the evaluation an in-depth knowledge and understanding of the challenges facing the local communities in Kirklees.

The evaluation of the Return2Learn project and its progress over the first three years of operation focussed on the following elements:

- Desk research into the terms of reference for the Big Lottery Reaching Communities programme and TAG's application for funding
- An examination of the TAG's interim reports for Year 1 and 2 to the Big Lottery
- A study of the project's publicity and promotion documentation
- A full analysis of three hundred and seventy-five training course learner records including attendance sheets, learner record forms/registration forms, Outcome stars, course evaluations, schemes of work, lesson plans and a session Observation report undertaken by TAG's Internal Verifier (100% analysis)

- An analysis of three hundred and sixty-three Information, Advice and Guidance records with career plans (100% analysis)
- Telephone based interviews with 2 stakeholders who worked with TAG over the life of the contract to date
- Individual face to face semi-structured interviews with individual members of the delivery team and Chair
- Telephone based interviews with 5 beneficiaries from a small sample of contacts provided to the research team by the delivery team
- Focus groups with two cohorts of learners in Year 3 of the project.





SECTION FIVE PROJECT PROGRAMME

The TAG team built on the success of its previous training and community based activities by establishing a model of beneficiary engagement based on proactive publicity and Open Days to advise local residents of the support available through the Return2learn project. Attractive fliers and brochures were distributed through house to house leaflet drops. Posters were displayed in local shops, schools, community venues and GP surgeries and announcements were made at the local mosque.

Every visitor to the Community Centre was invited to complete a simple expression of interest form offering a choice of courses and employability support. Course topics were identified through discussions with local residents, enquiries at the Centre and the

knowledge gained by team members about what were likely to be popular options. The aim of these short courses was to engage people who had been out of learning for many years in safe but challenging training opportunities as a starting point for further skills development. The choices on offer were therefore a mix of:

- practical skills which could lead to self-employment e.g.: cake decorating, aromatherapy, sewing, make your own skin care products;
- basic skills e.g.: English classes (ESOL), Life in the U.K., IT (Computers don't Byte) Connecting with Maths
- first step to professional skills e.g.: Teaching assistant, First aid, Computing, Driving theory, Childcare.

The option list was not restrictive however and if a different course was asked for and sufficient people came forward, the team would facilitate it on behalf of the learners. Personal details were kept on file and once enough people had come forward to run a viable course (12 minimum), a course tutor was recruited and the interested learners were contacted and advised of the course start date.

Every learner that registered for a short course was also offered a minimum of one one to one Information, Advice and Guidance session. These sessions provided a safe, confidential opportunity to consider next steps. This included further learning either at the Centre or at other community centres or Kirklees College. Employment options were also explored and beneficiaries were encouraged to develop a career action plan to move them either closer to or into the job market.

Finally, where appropriate, all learners were offered the opportunity to attend the weekly Job Shop where support was provided to develop a CV, undertake active job search and prepare for interview. Other clients came forward from the community for Information, Advice and Guidance, Job Shop and Employability support rather than engaging in learning opportunities.



SECTION SIX BENEFICIARIES

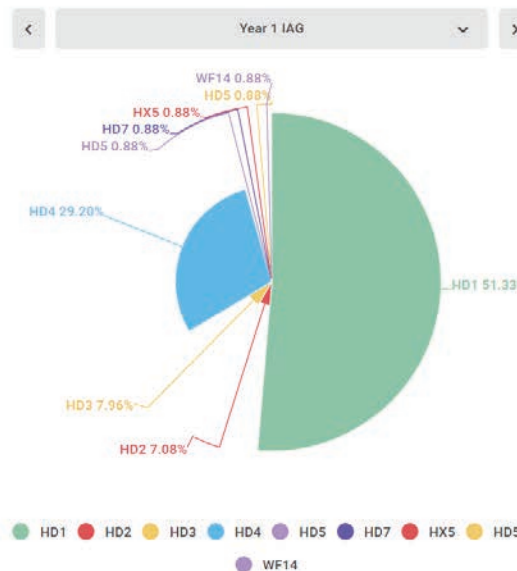
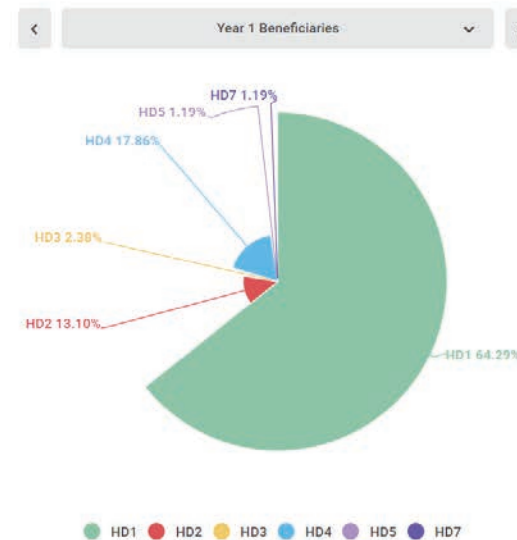
Beneficiaries by Post Code

Almost all the beneficiaries for the Return2Learn project came from the Thornton Lodge local area. A map of Huddersfield shows the post code areas:



In Year One (2013 – 2014), the personal details of **85** beneficiaries attending project courses were recorded and examined by the evaluation team. The pie chart below shows the postcode distribution of these learners. 63.5% came from the immediate area round the Community Centre. Others came from relatively close by, within walking distance of the project.

The postcode profile of those receiving IAG support in the same year is similar given the element of overlap of beneficiaries where those on courses were offered the option of IAG and employability support. The data shows that **112** beneficiaries received IAG support



In Year 2, (2014 – 15) the beneficiaries came from the following postcodes:

Learners : **112**

HD1 – 75; HD3 – 3; HD4 – 24; HD7 – 2; Not stated – 8

IAG Recipients: **122**

HD1 – 67; HD2 – 8; HD4 – 44; HD5 – 2; HD7 – 1

Finally in Year 3, (2015 – 16), the postcode profile of beneficiaries was as follows:

Learners: **178**

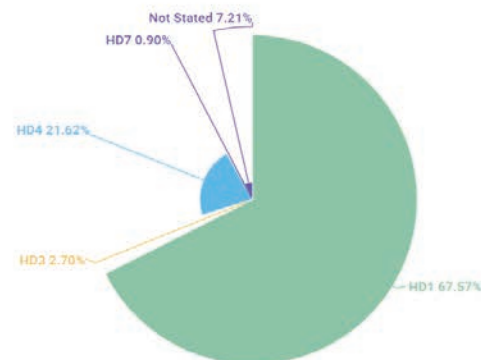
HD1 – 105; HD2 – 12; HD3 – 5; HD4 – 42; HD5 – 7; BD2 – 1; HX1 – 1; HX4 – 1; WF13 - 3

IAG Recipients: **129**

HD1 – 67; HD2 – 12; HD3 – 4; HD5 – 9; HD7 – 2; BD2 – 1; WF13 – 2; Not stated - 2

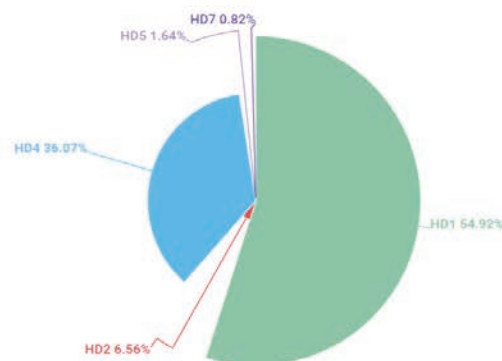
This data shows that as the project became established, its reputation spread and beneficiaries were coming to Return2Learn from across Huddersfield with a small number travelling to the project from Calderdale, Bradford, North

< Year 2 Beneficiaries >



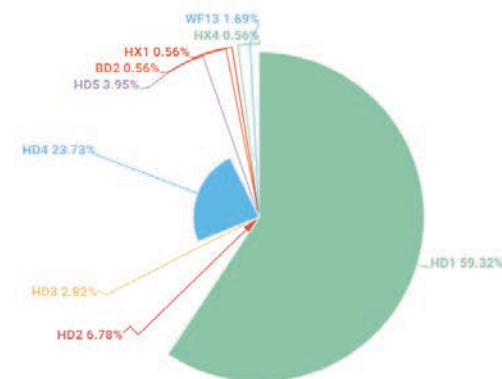
● HD1 ● HD3 ● HD4 ● HD7 ● Not Stated

< Year 2 IAG >



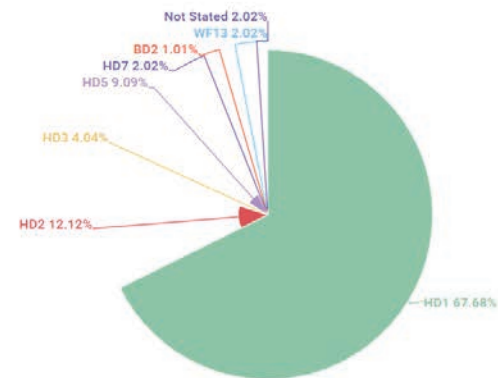
● HD1 ● HD2 ● HD4 ● HD5 ● HD7

< Year 3 Beneficiaries >



● HD1 ● HD2 ● HD3 ● HD4 ● HD5 ● BD2 ● HX1 ● HX4 ● WF13

< Year 3 IAG >



● HD1 ● HD2 ● HD3 ● HD5 ● HD7 ● BD2 ● WF13 ● Not Stated

Year 1: (2013 – 2014):

Learners

Men – 0; Women – 85; (Total 85)

IAG Recipients

Men – 27; Women – 85 (Total 112)

Year 2: (2014 – 15):

Learners

Men – 2; Women – 110 (Total 112)

IAG Recipients

Men – 21; Women – 101; (Total 122)

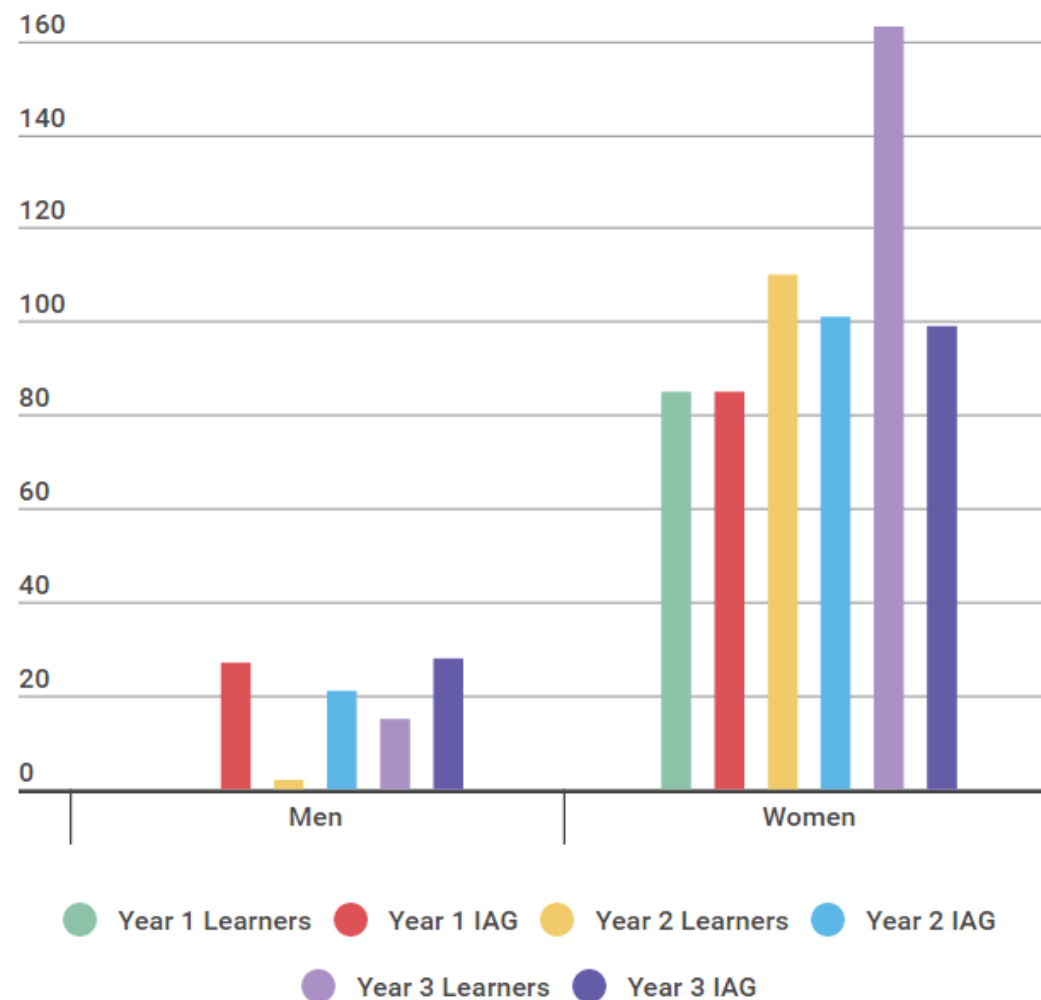
Year 3: (2015 – 16):

Learners

Men – 15; Women – 163 (Total 178)

IAG Recipients:

Men - 28; Women – 99; Not stated – 2 (Total 129)



Clearly, the team at Return2Learn were particularly successful in attracting women to the project for each of its first three years. This is as a result of several factors including the ability of the women staff members to gain the trust of local families who were then willing to support their attendance at the Centre. The majority of the course tutors were themselves women and the courses were planned and structured in a way which enabled women with childcare and other caring and domestic responsibilities to participate fully in the courses. Finally, as course topics were largely identified and chosen by the learners themselves, the subject matter was more likely to attract a female audience (sewing, hair and beauty, childcare, aromatherapy etc).

The data does show a small increase of men taking part in the learning opportunities on offer on the project over the three years. Driving theory with embedded ESOL was particularly popular with male participants. Male participation in IAG and employability activity over the three years covered by this evaluation was more representative at 24%, 17% and 22% respectively.

Recommendation 1: That the delivery team and Board work together to identify ways to attract men to participate more in the Return2Learn project, possibly by engaging a temporary, part time male worker to promote the project and to work with the local community to identify courses more likely to attract a male audience.

Ethnic Origin of beneficiaries:

The Return2Learn project is based in one of the most multi-ethnic communities in West Yorkshire. While the majority of the residents of Thornton Lodge are of Pakistani origin, the project successfully attracted participants from many different communities including refugees from Syria, Iraq, Iran and Sudan.

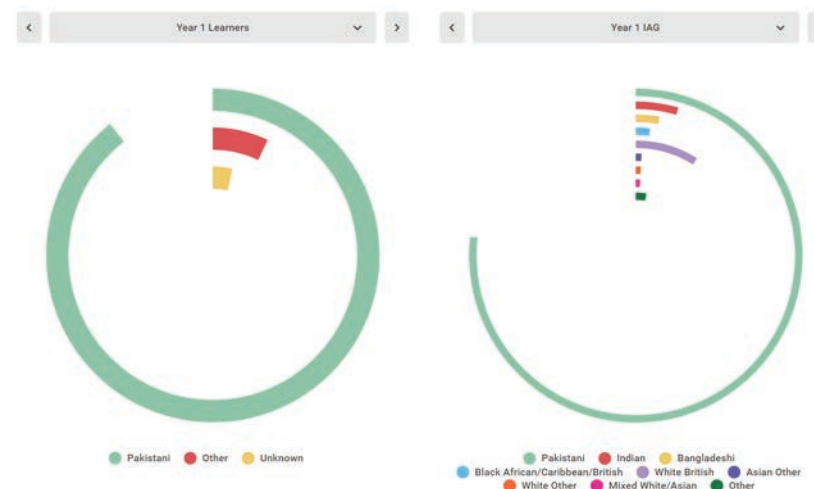
Equality monitoring data showed the following breakdown of the learners' ethnic origins:
Year 1 (2013 -14)

Learners:

Pakistani – 76; Other – 6; Unknown – 3 (Total 85)

IAG Recipients

Pakistani – 86; Indian 5; Bangladeshi – 3; Black African/Caribbean/British – 2; White British – 10; Asian Other - 1; 1 White Other - 1; Mixed White/Asian – 1 Unknown – 3 (Total 12)



Year 2 (2014 – 15)

Learners

Pakistani – 70; Other 31; Not stated – 11 (Total **112**)

IAG Recipients

Pakistani – 82; Indian – 4; Bangladeshi – 1; Black African/Caribbean/British – 3; White British – 17; Kurdish – 1; Tunisian – 1; White Irish – 1; Other – 2; Unknown – 9 (Total **122**)

Year 3 (2015 – 16)

Learners

Pakistani – 139; Other 34; Unknown – 5 (Total **178**)

IAG Recipients

Pakistani – 85; Indian – 3; Bangladeshi – 1; Black African/Caribbean/British – 13; White British – 2; Middle Eastern/Arab – 16; White European – 3; Unknown – 6 (Total **129**)

The year on year data shows a drop in White British participation in Year 3 with a proportionate increase in Middle Eastern refugees.

Recommendation 2: That the delivery team and Board work together to identify ways to attract White British participants in the Return2Learn project, possibly by promoting activities to emphasise they are open to all.



Caring responsibilities of beneficiaries:

The data reported by beneficiaries for their caring responsibilities is inconsistent.

Year 1: (2013 2014)

Learners: 8 reported having caring responsibilities

IAG Recipients: 22 reported having caring responsibilities

Year 2: (2014 2015)

Learners: 12 reported having caring responsibilities

IAG Recipients: 13 reported having caring responsibilities

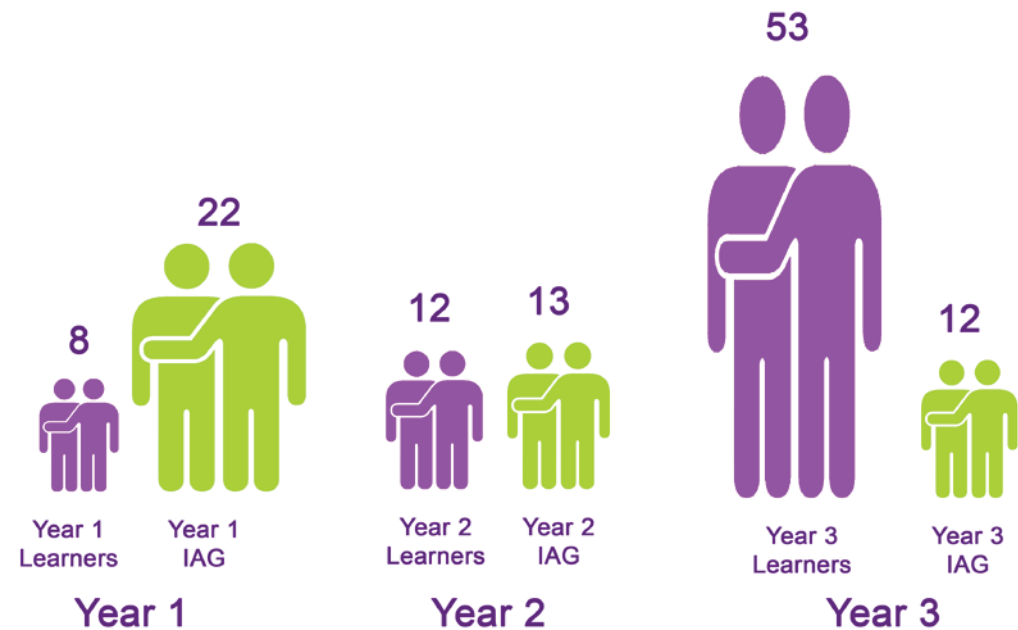
Year 3: (2015 2016)

Learners: 53 reported having caring responsibilities

IAG Recipients: 12 reported having caring responsibilities.

Given the significant rise in numbers reported in 2015 – 16, it would suggest that beneficiaries are unclear what constitutes caring; if caring relates only to elder care and for family members with disabilities, the lower figures would be consistent with this; however, if caring also includes the care of young children, the higher number in 2015 – 16 would be more reflective of the cohort supported by the project.

Recommendation 3: That the delivery team decide which of the two definitions outlined above they wish to monitor (the latter would appear to be more useful as a determinant of the challenges faced by beneficiaries in accessing learning) and ensure that those completing project paperwork understand what they are reporting under this criterion.



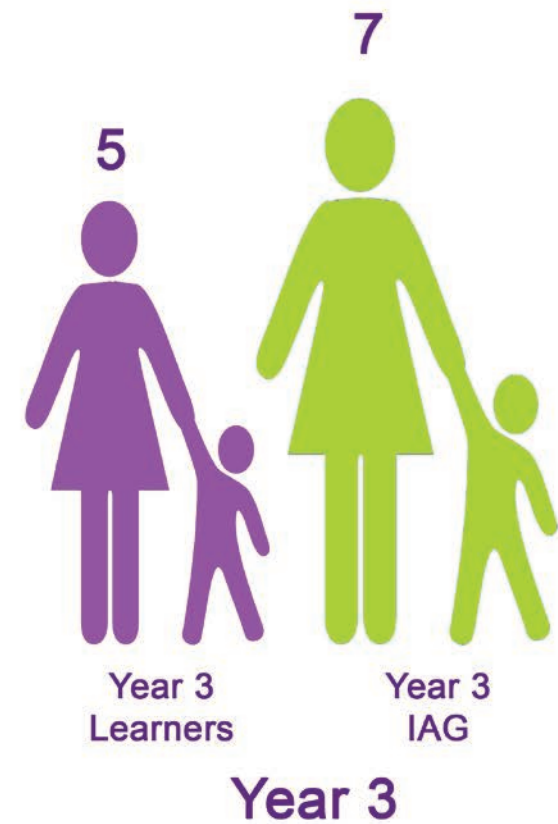
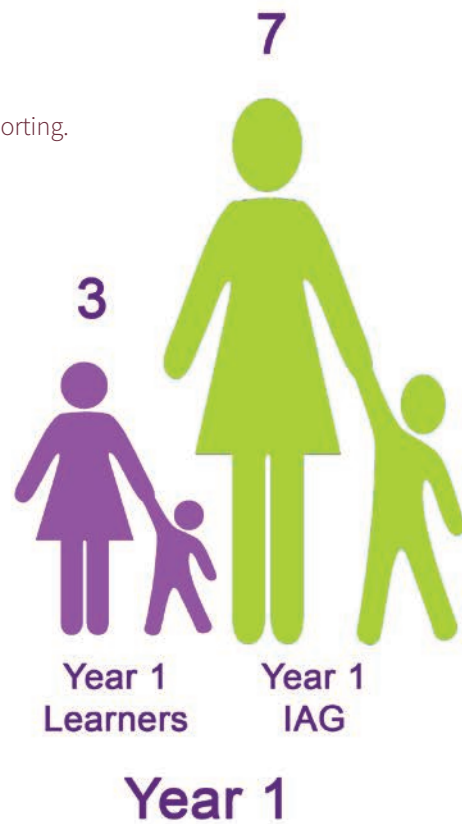
Lone Parent status

Year 1: (2013 2014) - 3 learners and 7 IAG recipients reported being lone parents

Year 2: (2014 2015) - 2 learners and 3 IAG recipients reported being lone parents

Year 3: (2015 2016) - 5 learners and 7 IAG recipients reported being lone parents

These numbers are very low
and they could show under-reporting.



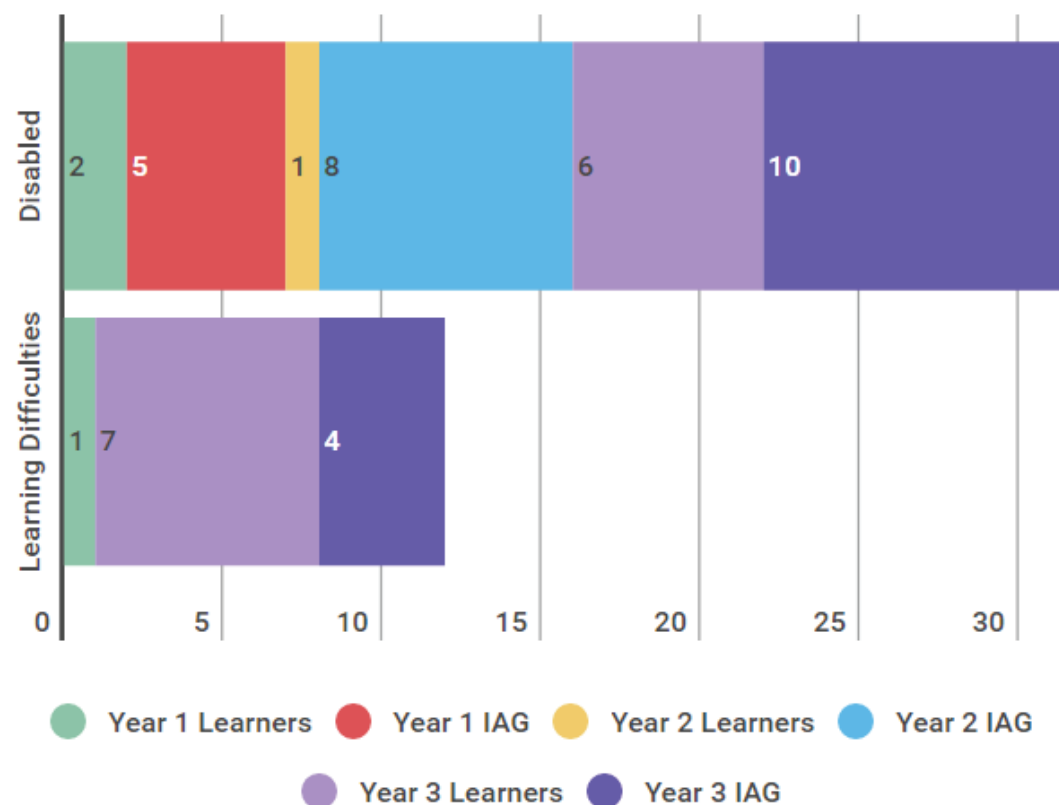
Disability status:

Year 1: (2013 2014) – 2 identified themselves as disabled and 1 as having learning difficulties
Of those receiving IAG, 5 identified themselves as disabled.

Year 2: (2014 2015) – 1 identified themselves as disabled and 0 as having learning difficulties
Of those receiving IAG, 8 identified themselves as disabled.

Year 3 (2015 2016) - 6 identified themselves as disabled and 7 as having learning difficulties
Of those receiving IAG, 10 identified themselves as disabled and 4 as having learning difficulties.

Again, these numbers are relatively low where the national average of disabled people ranges between 8% and 12% of the population.



The employment status of beneficiaries

As one would anticipate for the target group of the Return2Learn project, the majority of participants described themselves as unemployed or workless for more than three years. A small number had part-time jobs and were keen to improve their prospects through training and effective job search.

The data identified was as follows:

Year 1: 2013 – 14:

Learners: 70 unemployed; 5 employed; 10 not stated = 85

IAG Recipients: 99 unemployed, 13 employed = 112



< Year 1 Learners >



● Unemployed ● Employed ● Not Stated

< Year 1 IAG >



● Unemployed ● Employed

Year 2: 2014 – 15

Learners: 84 unemployed of whom 37% over 3 years; 12 employed; 16 not stated = 112

IAG Recipients: 104 unemployed; 6 employed full time; 6 employed part time, 6 not stated = 122

Year 3: 2015 – 16

Learners: 136 unemployed; 16 employed; 26 not stated = 178

IAG Recipients: 114 unemployed of whom 60% over 3 years; 11 employed; 4 not stated = 129

Year 2 Learners



● Unemployed ● Employed ● Not Stated

Year 2 IAG



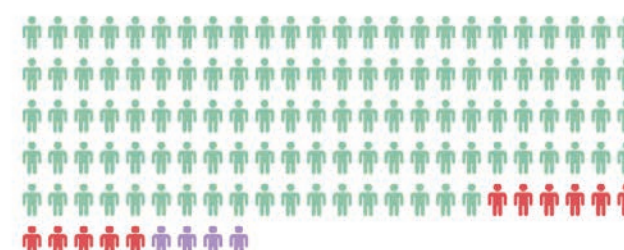
● Unemployed ● Employed Full Time ● Employed Part Time
● Not Stated

Year 3 Learners



● Unemployed ● Employed ● Not Stated

Year 3 IAG



● Unemployed ● Employed ● Not Stated

Educational attainment of project beneficiaries

The educational attainment of each of the three cohorts, Year 1 – 3 was generally very low. A significant proportion came to the project with no qualifications at all. Some specified they had overseas qualifications but for others, the data seen was unclear regarding whether those qualifications reported were UK or overseas qualifications. While it is difficult to summarise the data below, it would appear that despite the overlap of data between learners and those receiving IAG, those attending IAG and more actively seeking employment in Years 1 and 2, had a slightly higher educational attainment than the course attendees.

Summary data was as follows:

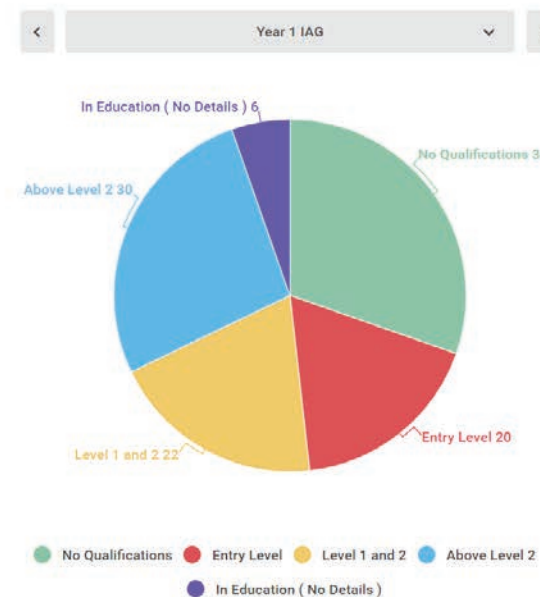
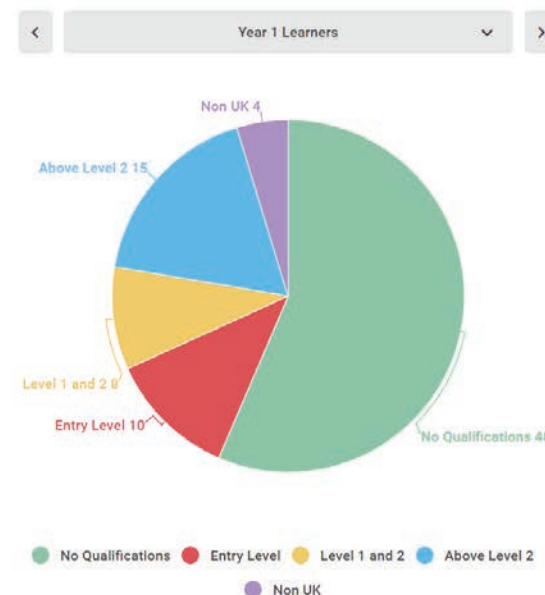
Year 1:

Learner cohort: No qualifications 48; Entry level = 10; Level 1 and 2 = 8; Above Level 2 = 15

Non UK = 4 (Total 85)

IAG cohort: No qualifications = 34; Entry level = 20; Level 1 and 2 = 22; Above level 2 = 30

6 – in education (no details) (Total 112)



Year 2:

Learner cohort: No qualifications = 63; Entry level = 18; Level 1 and 2 = 18; Above Level 2 = 11; Non UK = 2 (Total 112)

IAG cohort: No qualifications = 46; Entry level = 22; Level 1 and 2 = 28; Above Level 2 = 9

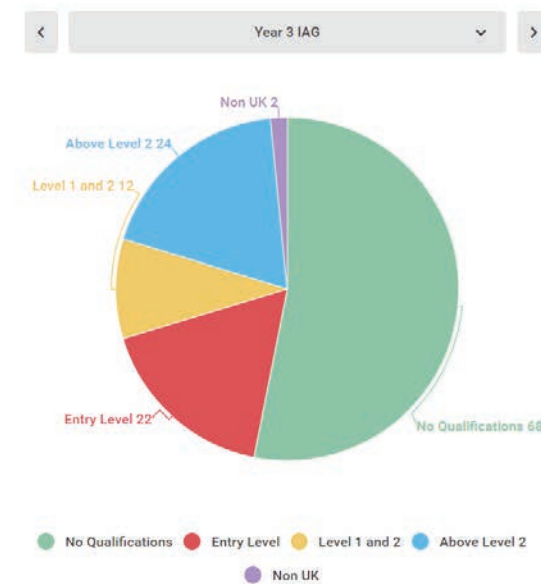
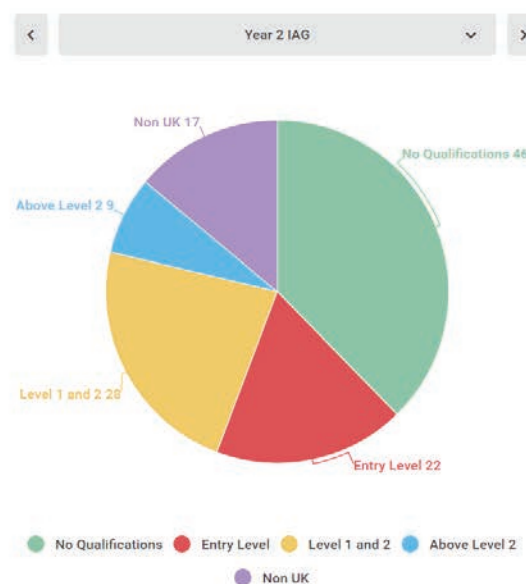
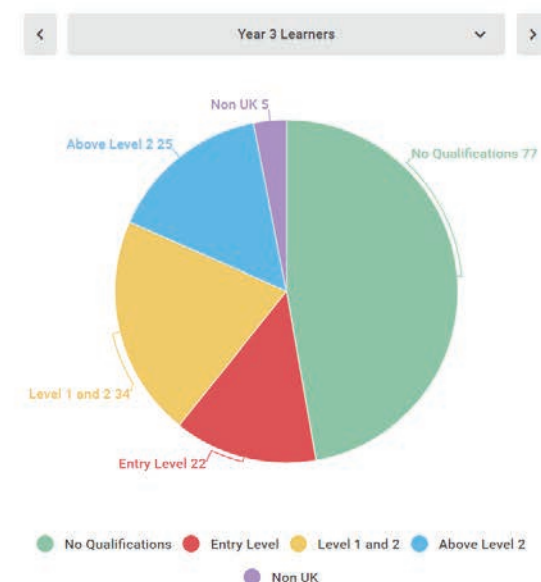
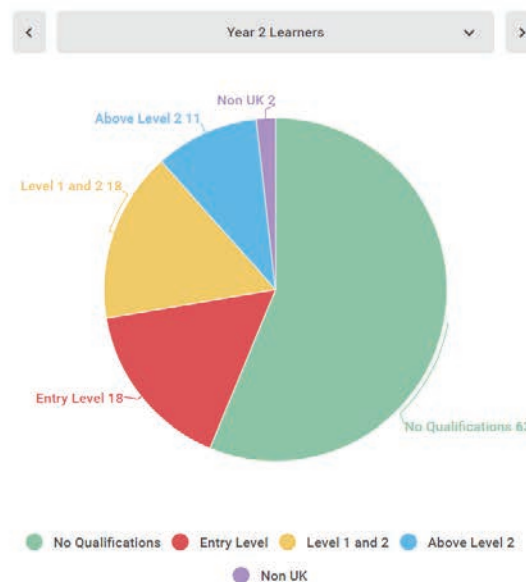
Non UK = 17 (Total 122)

Year 3:

Learner cohort: No qualifications = 77; Entry level = 22; Level 1 and 2 = 34; Above level 2 = 25; Non UK = 5 (Total 163)

IAG cohort: No qualifications = 68; Entry level = 22; Level 1 and 2 = 12; Above level 2 = 24; Non UK = 2 (Total 128)

Overall, the data shows that the project is reaching those most disadvantaged in the community and that the motivation behind the project of attracting people, particularly from the BAME communities, into learning was warranted and identified a need that is clearly being addressed through the Big Lottery funding. These figures also show that as the project's reputation spread across the district, local families were increasingly willing to allow their new daughters-in-law to come out of their homes to study English and other courses. Based on demand, Return2Learn offered a Life in the UK course for new arrivals and Entry level English for Speakers of Other Languages (ESOL) which were both extremely popular.



SECTION SEVEN PROJECT MANAGEMENT AND ADMINISTRATION

The Return2Learn project is run by two members of staff, a full time Development Worker and a part time (three days a week) Community IAG (Information, Advice and Guidance) Worker. Between them, they manage all the day to day activities of the project.

These include publicity and marketing for learner engagement, face to face and telephone discussions and assessment with learners and potential IAG and Job Shop users to identify their needs and ensure the interventions they participate in are appropriate and relevant. They also provide a reception service at the Community Centre so that anyone interested in the project can come in, ask questions and get the support they need. While this function is sometimes covered by volunteers, the two staff provide most of this service.

In addition, the staff are wholly responsible for administering the project. This includes recruiting suitable tutors to deliver the courses chosen by the learners on the project, recording the personal details of each learner and IAG recipient on paper and on the project database, ensuring that lesson plans, teaching material and attendance sheets are in place and completed and that Individual Learning Plans (ILPs) and Final ILPs are completed along with Outcome stars for individual learners. The IAG Worker also works with each individual to develop a career action plan and records the attendance of each beneficiary



at the Job Shop.

The paperwork for the project was found to be exemplary and to the highest standard with each beneficiary's records held in individual folders, readily auditable by the evaluation team.

The staff were clearly dedicated to making the project a success and to providing their beneficiaries with the best possible service to enable them to build their confidence, make new friends, know where to go and how to cope even with limited spoken English. Even though they saw the journey as inevitably a long one, both got great satisfaction from seeing the project participants overcoming challenges, upskilling and getting closer to the job market.

The Project Board are actively involved in the team's work. The Chair meets with the Development Worker on a regular basis and aims to visit the project every week. He does formal supervision every two months and all three have a Whatsapp group so they can share any issues that need addressing. The staff felt confident and supported by the Chair.

The IAG Worker produces six monthly written reports on progress. Other members of the Board pop in to the centre on an informal basis and all members attend the annual Open Day celebrations.

The evaluation team found that the project was extremely well managed by the two team members and well supported by the Board. However, the workload on the two team members was considered to be unrealistic and wholly dependent on the good will of the staff who both worked considerably more hours than their contractual requirements.

Recommendation 4: That the Project team review the funding of the Project and if possible discuss with Big Lottery the feasibility of reallocating some funds to cover the wages of a receptionist for the project to free up the other staff and reduce their workloads. If this is not possible, then to ensure for future bids of this kind, that a full time Project Manager is costed in to support the Development and IAG workers.



SECTION EIGHT OUTCOMES AND IMPACT ASSESSMENT

The Return2Learn project set out to engage residents of Thornton Lodge, Huddersfield and neighbouring districts in some of the most deprived communities in the country to improve the quality of their lives by tackling poor literacy skills, limited spoken and written English language, low self-confidence and high unemployment. The project was wholly learner focused, encouraging beneficiaries to identify learning topics that interested them and drawing them into formal learning, for some for the first time, for others for the first time in the U.K. and for others, for the first time since leaving school or college many years ago.

Section 8.1: Training delivery

The research team saw evidence of thirty-one training courses that were commissioned and successfully delivered across the borough over the first three years of the project. The choice of course topics broadly reflect traditional female interests as they were learner driven, with the majority of learners being women (see Section 6 above). All the courses were well attended although some beneficiaries clearly found it difficult to attend on a regular basis. A breakdown of courses provided is shown at Table 6 below:



Table 3: Topics of courses delivered

Dress making and sewing: 6
Hair and Beauty: 6
Other Vocational: 7
ESOL: 8
IT: 3
Confidence building: 1

In all cases, the courses were delivered by specialist professionals, procured by the delivery team. In the majority of cases, trainers ran the courses at Thornton Lodge Community Centre but a small number were delivered at Paddock and elsewhere.

The Project team committed to engaging 270 learners in the first three years of the project, leading to enrolment with a total of 216 participating in individual courses. Based on the

evidence seen by the evaluation team, all these targets were achieved. The team measured reduced apprehension by an expressed desire to progress to further learning. This was recorded in a Destination and Evaluation form, completed by every learner at the end of their course. However, measured against the number gaining new skills, this would appear to be an under- estimate.

Table 4: Target and Actuals - Outcome 1

Outcome No.	Milestone	Target	Actual
Outcome 1	1a. The number of learners engaged leading to enrolment	Yr 1 - 60 Yr 2 - 90 Yr 3 - 120 Total: 270	Yr 1 – 85 Yr 2 – 112 Yr 3 – 178 Total: 375
	1b. Participation levels of individuals on courses	216 by end of Year Three	375
	1c. Number of people having reduced apprehension about learning and acquiring new skills	408 - by end of the project	120/375



Impact of Training interventions

Feedback by the learners was consistently positive. All beneficiaries were invited to comment on the criteria set out in the Table below. The evaluation team examined 132 forms and the results were as follows:

Table X: Aggregate Feedback from Destination and Evaluation Forms

	Yes	No
Were your needs assessed at the start of the support?	132	0
Did the support suit your needs?	132	0
Was the pace of support appropriate for you?	132	0
Was the venue suitable for learning?	132	0
Was the standard of teaching satisfactory?	130	0

It was noted that none of the beneficiaries gave a negative response. However, the form was in a very traditional text layout and the range of questions asked were limited.

Recommendation 5: That the Destination and Evaluation sheet be revised to encourage more useful feedback on the learning experience – e.g. measuring confidence and reduced apprehension, using emojis to assist those with limited language skills.

Basic skills and improved employability:

The Project team committed to supporting the beneficiaries who engaged courses to develop skills that would assist them to move nearer the labour market. These included basic skills such as Maths, English and IT as well as transferable skills. This outcome was discussed eloquently by the Project Team who explained that many of the beneficiaries had little sense of classroom protocols when they first joined the project and all the tutors worked hard to ensure all participants gained skills and progressed in:

- time keeping, arriving at class on time and ready to learn
- respecting the tutor and other learners by switching off their mobile phones and not speaking across each other or at the same time as other people
- public speaking – participating in the learning experience, speaking in front of other learners, expressing opinion and promoting one's point of view
- confidence and assertiveness – expressing preference; negotiating to meet individual needs



SECTION EIGHT OUTCOMES AND IMPACT ASSESSMENT CONTD

- self esteem – achieving learning goals and recognition for achievement
- enhanced literacy, numeracy and spoken and written English language.

The tutors actively sought to achieve these outcomes by embedding basic skills into all the learning undertaken by the beneficiaries. For example, the Driving Theory courses integrated familiarisation with IT basics such as mouse skills, using the screen and searching for information on the internet. Sewing and Soft Furnishings embedded a range of literacy skills including estimating, measuring, addition and subtraction. All the courses were held in English although several of the tutors were bilingual in Urdu and Punjabi and where necessary, the project staff were available to translate when needed.

Table 5: Target and Actuals: Outcome 2

Outcome No.	Milestone	Target	Actual
Outcome 2 BAME beneficiaries will have improved employability and transferable skills leading to increased chances of gaining employment	2a. Clients reporting improved basic English, Maths and IT skills, time keeping skills and reliability	60 - By end of Year One	85
	2b. Clients complete 12 week course (30 hrs) in specific area and gain recognition	216 - by end of Year Three	375
	2c. Clients have improved employability and transferable skills leading to increased chances of gaining employment	408	375

The evaluation team attended two classes, Talk English and Driving Theory, in Year 3 of the project to investigate the impact that Return2Learn had had on participants. There were thirteen female participants in the Talk English project. The majority were of Pakistani origin and were familiar with the Centre because they also attended the Baby Clinic and exercise classes in the building.

The found out about the project as follows:

Text messages – 8; Word of mouth = 2; Health visitor referral = 3

They all thought highly of the publicity and felt the TAG staff were very approachable. They all scored their ESOL tutor and the two project staff 10 out of 10. The learners were invited to comment on why they chose the course. Comments included:



SECTION EIGHT OUTCOMES AND IMPACT ASSESSMENT CONTD

11 of the 13 participants wanted to progress onto further learning, most with the project but 4 at the local College.

The participants on the Driving Theory with IT course was a mixed class of men and women. Most of the eight attendees were recent arrivals, refugees from Iran and Syria although two were British Pakistani. They were all in either full or part time employment and were therefore attending this Saturday morning class. The atmosphere in the class was very focused and “down to business”.

They found out about the course from leaflets dropped through their letter boxes, posters and word of mouth and were all positive about the publicity. They scored the tutor 10 out of 10. The reasons they gave for choosing the course included:

- having an easier life;
- being able to help the family with transport;
- improving job prospects;
- being able to help in the family Cash and Carry business doing deliveries
- wanting to set up a mobile hair dressing business
- wanting to get a driving job; one wanted to be a taxi driver; another a bus driver.

They all felt that the course was excellent but they found the English language difficult. Six of the eight participants wanted to continue learning and attend other courses at the Centre.

Feedback from an internal verification observation confirmed the high quality of teaching and learning. The observer noted that all the students were **“fully engaged with the learning and were keen to practice speaking and listening skills.”** She also noted: **“the tutor’s friendly manner builds good relationships that foster learner interaction and peer co-operation.”**



8.2 Impact of IAG and the Job Shop

The second arm of the Return2Learn project focused on supporting beneficiaries to move closer to or into the job market. As shown in section 6 above, the numbers attending the IAG sessions over the three years of the project to date were slightly larger than those attending the courses although the overlap of beneficiaries is noted.

The project team committed to supporting clients to feel more confident in reaching their personal goals through targeted professional advice, career action planning. An examination of the records kept for each beneficiary receiving this service shows a high quality of advice and guidance, hands on support with CV writing, job search, application form completion as well as a wide range of personal advice.

An analysis of the types of support given over the three years shows the following:

Table 6: Analysis of support given through IAG and Job Shop

Type of support	2013 – 14	2014 – 15	2015 - 16
Help with CV	52	55	47
Job search and recruitment sites	23	61	29
Application forms and interview skills	9	8	28
General job shop support	20	32	19
Help with finding volunteering opportunities	5	40	8
Help finding courses	42	63	80
General personal support inc. emailing, library, NARIC, DV, finance etc	19	2	36

SECTION EIGHT OUTCOMES AND IMPACT ASSESSMENT CONTD

The data for this analysis was taken from the narrative recorded on the IAG interview forms. In order to gain a better understanding of support requirements and advice provided, we make the following recommendation:

Recommendation 6: That a simple data sheet is developed to supplement the IAG form structured as a tick sheet to record the areas focused on during the IAG and job shop sessions which would facilitate analysis and assist in developing and targeting resources based on demand.

The evaluation team were impressed by the range of topics addressed by the IAG advisers and by the attention to detail and care to provide relevant advice and guidance demonstrated in the records kept of the one to one sessions. One element of Outcome 3 was to support clients to develop a realistic and achievable career action plan. This work was clearly undertaken and recorded on the IAG forms. However we make the following recommendation:

Recommendation 7: That a simple career plan template is developed to formalise the action plan discussed and developed in the one to one IAG and job shop sessions so that the project team can hold a copy as clear evidence of the outcome achieved and the

beneficiary can take the plan away with them to refer to as a motivation to fulfil the plan agreed.

While the information recorded for each individual beneficiary receiving information, advice and guidance in relation to further learning and employment opportunities was both thorough and detailed, it was difficult for the evaluators to extract data that showed which clients had more than one interview or attended the job shop on multiple occasions.

Recommendation 8: That a clear record is kept on the back of each IAG form to record on-going support for clients.

Table 7: Beneficiary destination plans

Destination plans	2013 - 14	2014 - 15	2015 - 16
Attend another course at this centre	19	25	76
Study another course elsewhere	4	2	0
Look for a job	3	2	4
Start a job/self-employment	0	0	0
Other	0	0	4
Total	26	29	84

These feedback sheets do not reflect the full numbers of beneficiaries supported by the project in Section 6: Beneficiaries and in the Outcome tables. In addition to this Destination record, there is evidence in the files of the IAG Worker in Year One trying to follow up beneficiaries to get an accurate picture of their destination. The project staff were concerned that with current staffing levels, they did not have the capacity to do this follow up work on a systematic basis in Years 2 and 3. Other information is held on the IAG records themselves. The evidence collated from these records show the following:

Table X: Destinations recorded

Record of destination of IAG beneficiary	2013 - 14	2014 - 15	2015 - 16
Into employment	11	4	
Into further learning	48	45	81
Actively seeking work	4		32
Volunteering	3	4	6
Total	66	53	119

The total of these two sources of evidence comes to 377 beneficiaries supported to progress. We have used this figure in the totals below. However, we understand that more beneficiaries than those shown above have now gained employment and also that there may be some double counting in the two sets of figures above.

Recommendation 9: That the project team work together to devise a clear record for progression of beneficiaries (Outcome 3) for the final two years of the project.

While the evaluation team has no reason to doubt the returns made by the project team to Big Lottery, given the thoroughness of the administration witnessed and the detail contained in each learner record, the figures below are those verified by the evaluation. It should be noted however that the evaluators did not have access to the full database created and held by the project team for monitoring purposes.

Table 8: Target and Actuals for Outcome 3

Outcome No.	Milestone	Target	Actual
Outcome 3 BAME beneficiaries will be better supported and will be more confident in reaching their personal goals	3a. Number of new clients seen by IAG worker	120 access the service more than once by the end of the project	112 supported in Yr 1 363 supported by end Yr 3 Clear evidence of multiple sessions: 126
	3b. Clients have developed a career action plan	306 have a realistic and achievable career action plan in place to follow by end of Year 3	363 career action plans were examined as recorded on IAG forms.
	3c. Level of take up and progression into further education, training or employment	IAG services assisted 558 clients into further opportunities in education, training or employment by the end of the project	377 by the end of Yr 3

SECTION EIGHT OUTCOMES AND IMPACT ASSESSMENT CONTD

In addition to the three Outcomes addressed above, the project application also identified a number of Activity Outcomes for the five year project. For the first three years, these included the following targets and their results are provided below:

Table 9: Activity Outcomes for the first three years of the project

Year	Activity Target	Actual
Year One	4 community led courses (2.5 hrs p/w) over 12 weeks for 60 learners	8
	108 individuals will access our local IAG service gaining support to secure employment and training	112
	100 individuals will attend our annual jobs fair and learner celebration events	289
Year Two	6 community led courses (2.5 hrs p/w) over 12 weeks for 90 learners	8
	108 individuals will access our local IAG service gaining support to secure employment and training	122
	150 individuals will attend our annual jobs fair and learner celebration events	300 +
Year Three	8 community led courses (2.5 hrs p/w) over 12 weeks for 60 learners	15
	216 individuals will access our local IAG service gaining support to secure employment and training	129
		325

This table shows that for the most part, the project team have comfortably exceeded their targets with the only shortfall identified in the IAG delivery in 2015 – 16. This was beyond the control of the project team as the Community IAG Worker handed in her resignation in the Autumn 2015 and while some cover was provided over the Winter, the post was not filled till the Spring 2016.



8.3 Case Studies of beneficiaries

The evaluation team also spoke to five learners as case studies for the project evaluation. These are set down on the right.

Case Study One:

I recently became a new mother and to avoid isolation decided I needed to make contact with other mothers. I also wished to return to employment in the future. I contacted the TAG Resource Centre to enquire about what support was available. The class I was interested in was sewing – which was a new skill – the tutors helped me update my CV and with one-to-one support, offered advice and encouragement around future employment via Job Shop.

Having the Resource Centre close by and a crèche available made it simple to attend. I look forward to meeting the other women, learning new skills and gaining confidence. The tutors are very helpful and respectful. I have now completed my CV, entered my details on the employment database as I would like to work part-time.

My only wish is that the classes were smaller and that we could have had more individual attention.

(Woman aged 24, with 1 child, achieved 'O' level in Pakistan)

ing/work
opportunities

Thornton Lodge
JOB SHOP

THORNTON LODGE COMMUNITY CENTRE,
Club every Wed 10 – 1pm
Street, Huddersfield, HD1 3JW

Case Study Two:

I have been a housewife and mother for the last 9 years and as my children are now at school, I felt the time was right for me to learn new skills and meet other people. My confidence was low as my spoken English was not good and at first I was nervous about attending the Resource Centre. The tutors were very patient with me and encouraged me to attend the Sewing and Hairstyling courses. I now make clothes for my daughters and practice hairstyles with them.

The tutors could communicate with me in my own language and as my spoken English and confidence improved I now can communicate with the school and health visitors. I have my name down to do the Childcare and Food Hygiene courses when next available.

(Woman 28, three children, achieved 'O' level in Pakistan).



Case Study Three:

As my home life was very difficult I needed to earn my own money and gain some independence. Initially I was unsure of my employable skills and did not know where to start as it was over 10 years since I had paid employment and a lot has changed. Attending the Job Centre was OK but booking an interview and travelling proved time-consuming, and then booking a computer at the library looking for jobs, completing application forms – it all felt too much, I felt out of my depth.

Attending TAG Resource Centre, Samra helped me to create a new CV, offered me one-to-one support for on-line applications for employment and lots of encouragement, it was such a relief.

I now have started a course in Childcare and this has been very helpful getting me studying and thinking about my future. Meeting other women and learning new skills has helped me with self-confidence. The tutors are very approachable, even offering me extra time for advice with I 'lost' my CV on the computer.

I now feel stronger and more in control, attending the Resource centre has encouraged me to continue with education and has given me energy.

(Woman 34, four children, achieved 'O' level)

Case Study Four:

I am very interested in the Beauty Business and wanted to learn more. I saw that TAG were offering an Aromatherapy Course. I jumped at the chance to attend this course. I learnt the importance of hygiene and skin reaction – certain oils do not suit everybody. The best thing about the course was it was so relaxing and a new skill for me. The class was very comfortable and we had lots to learn, for example in the future, I would like to improve on massaging techniques and the healing benefits of different oils. The tutors are encouraging and I realise I can go forward with this as a career as I am prepared to study hard to gain qualifications.

(Woman 25, achieved 'O' level in Pakistan)

Case Study Five:

As my children are now at school I have the time and energy to learn new skills.

I wished to learn to sew and make clothes for my family and friends, but did not know where to start, how to cut out from a pattern or how to use a sewing machine. I contacted TAG Resource Centre and was informed that they were offering Hairstyling and Sewing classes.

The best thing about doing the courses was meeting new people and learning new skills. I would like it to continue improving my sewing and to become quicker at the machine. I am more confident now about sewing and saving money by making clothes for myself and my family.

Now I am less shy asking people to help me and I am interested in attending more courses at TAG Resource Centre.

(Woman 34, four children)

SECTION EIGHT OUTCOMES AND IMPACT ASSESSMENT CONTD

All of the beneficiaries who agreed to have a one to one interview with an evaluator eloquently described the impact of the project on them as life changing. They each described their situation before the courses as isolated and shy. After their engagement with the TAG team, they felt more confident, more optimistic about the future, less lonely and motivated to pursue further learning or employment.

One described difficulties in her personal life which echoed with a number of the beneficiaries who engaged with the project. A significant number of women came to the project having experienced domestic violence. Some had moved away from the abuse and were trying to rebuild their lives as lone parents. Others were still experiencing the abuse and found in the project a safe and supportive space to discuss their experiences and to seek help. The project staff had not anticipated this amount of distress in the work with beneficiaries and explained that they found it difficult not to take the pain and worry home with them at the end of the day although they did have some ideas about how best to signpost the clients to specialist support.

Recommendation 10: That the Board work with the project team to source expert mentoring and support for the project staff as an outlet for the distressing cases they are dealing on a day to day basis.

8.4 Feedback from Stakeholders

The evaluation team interviewed two stakeholders of the project to gain an external perspective on the work achieved by Return2Learn. The Centre Manager at Crossland Moor Community Learning Centre, which is a neighbouring organisation some two miles away from Thornton Lodge, explained that she had been aware of TAG for a number of years and it is one of the community groups that she meets regularly, to discuss the needs of the community, funding, progress, and partnership agendas.

The team at TAG frequently send referrals to Crossland Moor and her team also refer people to the courses that TAG are running. She saw both organisations as mutually supportive with a shared agenda, working together across activities. She had heard very positive feedback from TAG beneficiaries about the courses they have enjoyed and the support given at the Job Shop. She was keen to continue partnership working and hoped that TAG would continue with their success and to offer courses that reflect the needs of the community. However she explained that what concerns us all is future funding as the future is uncertain.

The evaluators also interviewed Christina Simpkin, Training Manager, Paddock Village Hall, another centre within a few miles of Thornton Lodge. She explained that she had been aware of the courses that TAG have been running for quite a number of years. She believed they reflect the needs of the local community. She valued a close dialogue with the TAG team and felt that through discussion they succeeded in complementing each other by working in partnership. She said Paddock Village Hall have very close links with TAG and



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work successfully together. Paddock frequently refer participants for Basic English Classes and they refer to us for more advanced and perhaps longer term classes. One of Paddock's other successful courses is Confidence Building and TAG refer people who may benefit from this type of course. She ended by confirming her strong support for TAG in continuing their positive work to the benefit of the local community and hoped they would be able to maintain their successful partnership built over the years.

These testimonials demonstrate the positive and cooperative approach the TAG team have taken to promote partnership working at a time when the funding market is highly competitive. It was clear that all three organisations firmly put the needs of their beneficiaries first and were happy to work collaboratively for their benefit.

8.5 Overall impact of the project

It was clear that the interventions made with individual beneficiaries were very much appreciated and had a positive impact on self confidence and sense of purpose as well as empowering individuals to progress on to further learning and in some cases employment.

The project team spoke eloquently about the impact they felt the Return2Learn project had made. Their comments included the following:

- It's often the little things that make a difference – seeing the women who attend the courses having more confidence, making appointments at the G.P, helping their children with the homework.
- Seeing someone have the confidence to speak, use public transport and get out there. Most women come to the project at a very basic level and some don't even know their ABC; whichever stage they are, the project can help them.
- Once they are comfortable on one of the courses, they feel more confident and want to learn more.
- It is very satisfying when someone comes to the project with no computer literacy and maybe hasn't worked before or not for years and we can motivate them to look for a job, prepare for the interview, overcome any family barriers by rehearsing how to overcome objections and then they get the job and tell you have made a huge difference to their lives.
- Some women now feel able to earn some money by working at home, sewing, cake making or hair styling. They have learnt new skills so the project has worked!



SECTION NINE SUMMARY

The Return2Learn delivery team are very experienced and have an in-depth understanding of the target groups with whom they worked. They succeeded in meeting all their targets but one and in many cases exceeded them. Paperwork was completed to a high standard and the team have clearly developed meticulous systems to assure quality in service delivery. Feedback from beneficiaries was overwhelmingly positive.

Overall, the project was both complex and ambitious, reaching many hundreds of people over its three year cycle. The work was carried out to a high professional standard and was clearly highly valued by all those who benefitted from the dedicated delivery team.

The profile of beneficiaries illustrates the extent to which this project is filling a vital service in one of the most deprived communities in West Yorkshire. Not only is the project reaching out and engaging hard to reach beneficiaries and inspiring them to take up learning and develop their skills. The project also succeeds in raising morale, confidence and motivation which will inevitably impact positively on the mental and physical health of the local community.



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Teaching Assistant Course

A job as a classroom assistant could be just what you're looking for.

A short taster course starts 20th April 2015 12.45-2.45

At Thornton Lodge Community Centre

For further info. contact

07871 938174



Create Beautiful Hair & Updos

A short 6 week course to give you a hands on experience of creating different hairstyles.

Choose an option of basic or advanced.

For more information call

07871 938174

Thornton Lodge Community Centre, Brook St. Huddersfield HD13JW





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Thornton Lodge Action Group Team:

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Project Stakeholders:

Joanne Berry – Centre Manager, Crossland Moor Community Learning Centre

Christina Simpkin – Training Manager, Paddock Village Hall

Jude Lancaster
Lancaster Consulting (HR)
Ltd
Beehive Mills
Hebble End
Hebden Bridge
HX7 6HJ
Tel: 01422 846934
07979452053
judelancaster@
lancasterconsultingweb.
co.uk



Thornton Lodge Action Group