SWALE WOMEN AND GIRLS (SWAG) Project Evaluation Report

Charles Oham, Hannatu Sulley, Carlos Moreno and Amanda Amorim Adegboye

diversity**HOUSE**
SUPPORT. DIGNITY. RESPECT.

LOTTERY FUNDED

BIG LOTTERY FUND

Self-esteem;Self-
confidenceCriticalthinking;Conso
ge&information;Skills; abilities &

Choice, Decision-making, Better health &
nutrition – well-being; Improve quality of life

London, May 2020

Christine Locke
CEO
Diversity House
Sittingbourne, Kent
ME10 4BX

Dear Christine

Please find the report of an independent evaluation on the SWAG project. We hope you will find the report useful for reflections and strategic implementation of SWAGs long term vision. We also expect that the report will be of interest in relation to the sustainability of the Diversity House (DH).

We did enjoy working with your team and the stakeholders of SWAG

Sincerely yours,

Charles Oham, Hannatu Sulley, Carlos Moreno and Amanda Amorim Adegboye

ACRONYMS

DH	**Diversity House**
SWEW	**Swale Women Empowering Women**
SWAG	**Supporting Women and Girls**
SWOT	**Strength Weaknesses Opportunities and Threats**
SBC	**Swale Borough Council**
ToR	**Terms of Reference**
KCC	**Kent County Council**
CVS	**Swale Council for Voluntary Services**
UK	**United Kingdom**
USP	**Unique Selling Point or Proposition**
NCVO	**National Council for Voluntary Organisations**

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1. EXECUTIVE SUMMARY

Background of the Project: "Supporting Women and Girls Project"

Supporting Women and Girls' (SWAG) is a three year, 400k, National Lottery Community funded project. The overarching aim of the project is to support disadvantaged and marginalised women and girls, individually and collectively by creating opportunities for them to gain improved skills and competences in areas such as psychological and physical wellbeing, income generation, political and social empowerment. The project brings together women and girls from different ethnic, religious, and cultural backgrounds to increase understanding and support aimed at creating a complete cycle in which they perceive that they are being empowered. Women and girls have discussed shared concerns, developed leadership skills and entrepreneurial knowledge that enhanced their employability skills and provided them with lifelong learning skills and strengthening of their emotional intelligence.

The initial needs identified by DH as the local context and rationale for previous projects for women and girls focuses on i) low-income and unemployment opportunities affecting women; ii) lack of appropriate skills and education; iii) peripheral location to London; and finally, iv) household obligations such as caring roles for children and other members of the family, limited childcare facilities and lack of home or part-time jobs. Thus, it was an initial assumption of the project that these identified needs were affecting women's wellbeing and empowerment. Further consultation on the needs of women was carried out with stakeholders and it was identified that girls from 10 years upwards were not being catered for and felt excluded. This led to SWAG project extending its focus to include girls and interventions focused on prevention of disempowering factors for women and girls. SWAG project focuses on two critical areas- intervention(support) and prevention of the factors above-affecting women and girls.

This report is an evaluation of SWAG project that came to an end in March 2020 and was extended to June 2020. The report assesses the activities undertaken during the project's life cycle (2016-2020) and the critical interventions in support and prevention of violence against women and girls that the project set out to address. The outcomes assessed against standard evaluation criteria are the relevance of the project, efficiency, effectiveness, and social impact. We also apply- theory of change, stages of innovation social return on investment and concepts of female empowerment to evaluate the SWAG project. We

measured SWAG quantitatively and qualitatively through interviews, observations, and analysis of quantitative data.

1.   **Purpose of the Evaluation**

The purpose of this evaluation is to identify the actual and potential changes the project created in the lives of women and girls living in Swale since 2016. The impact assessment evaluates the gender components of the project at the individual, community, and national levels from the framework of participation and empowerment.

2. **Methodology**

The evaluation uses a variety of information-gathering tools- interviews, evaluation of reports and analysis of existing qualitative and quantitative data collected during the project development and implementation phase. The data provides detail on the number of activities conducted and rich data on stakeholders' views on the project. We compared the differences between different women and girls' ethnic groups accessing services and their social, economic progress.

3. **Activities carried out during the evaluation:**

● Four visits to the SWAG project in Swale

● 6 telephone/online meetings

● 10 interactions with key project personnel

● Seven interviews with beneficiaries

● Analysis of data and secondary research

● Preparation of report in collaboration with other team members

● Finalisation of the comprehensive impact assessment.

● Presentation to key stakeholders.

1.   **Outputs**

A comprehensive Impact Assessment.

2.   **Timetable**

The Impact Assessment will be completed in June, enabling the Charity to apply for a continuity funding from the National Lottery Community Fund by the end of July 2020.

SWAG's conceptual framework addresses the needs of their beneficiaries from an intersectional viewpoint recognising that the needs of women and girls are multifactorial. Therefore, SWAGs interventions combine and synthesise several frameworks to address the needs of their service users.

The empowerment frameworks used also recognises and engages with stakeholders and their networks to build social capital and to ensure that women and girls are a part of and supported by the community

Results and Key findings

SWAG project received the Big Lottery Fund grant of £347,105 for three years during this period 10,826 women and girls' beneficiaries achieved one or more of the outcomes while 824 women and girls achieved all four outcomes and indicators. Most of the outcomes were exceeded, for example, the combined outcome indicator agreed with the funders for volunteering was 125, however, SWAG had 703 volunteers, exceeding the target by 578, there was a similar pattern with other indicators agreed with the funder. The statistics below demonstrate this.

Based on the outputs, outcomes and social impact, the SWAG project demonstrated transformative agency by improving the wellbeing of women and girls in Swale and Kent. SWAG has been able to apply social innovation by developing a flexible service for its beneficiaries to meet the normative, felt, expressed and comparative needs of women and girls (Bryant, 2010).

All expressed needs from the consultation at the commencement of the project were exceeded including the agreed outcomes indicators with the Big Lottery Fund, this includes:

Outcome 1: The motivation and confidence of 600 women and girls were improved.
Outcome 2: 1095 women and girls were better equipped to gain access to the job market.
Outcome 3: The mental and physical wellbeing of 1500 women and girls was improved.
Outcome 4: 1175 more women and girls took part in volunteering activities.

Key Facts

Hours of Volunteer Work	Match Funding	Grant	Total Project Cost
36,085:40	£671,914	£347,105	£1019019

No of Beneficiaries	Women and Girls Complete Beneficiary Outcomes	No of Sessions	Number of Volunteers	Girls 6 -16 years	Total Project Cost	Total Savings
10,826	824	1191	703	563	£1019019	£671,914

*Total project savings is the difference between the total cost of the project and the grant awarded

Organisations that donated to SWAG with Match Funding

SBC, Swallows Leisure Centre, Sparshatt Trucks and Vans, Milton Holy Trinity Church, Kemsley Paper Mills, Avenues of Remembrance Theatres, SFM Radio, and University of Greenwich.

The **social return on investment** for SWAG project is three pounds to every one pound invested (£3: £1) demonstrating a high return on investment of three pounds for every one pound inputted into the project by the funders.

SWAG team are responding in an agile way to the current COVID-19 pandemic demonstrating their resilience and agility in supporting their beneficiaries through a range of outreach services to women and girls in Swale.

Key findings

1.	Key Findings:

We outline some findings during our work with stakeholders:

I.	Projects should be inclusive: A significant number of women and girls from the white ethnic group with learning disabilities accessed SWAG services. There is a need to support the empowerment of all women and girls in Swale regardless of their ethnic segmentation.

II.	Buy in Needed: Women and girls need to desire to change and own the journey, collaborate in their change, and invest in their change if it is to be successful. SWAG's philosophy was to work with the beneficiaries as a partner, this approach worked.

III.	Continuous Social Innovation Required: Thinking outside the box to deliver services to their beneficiaries using different formats has been a critical success factor of SWAG.

IV.	Services need to be considered based on need and urgency as SWAG ran over 25 activities/ projects with limited resources.

V.	All SWAG activities are service-user and volunteer initiated demonstrating the potential and contribution vulnerable women and girls can make to society.

VI.	A critical need exists for DH/SWAG to have their own centre to provide more services, events and programmes for women and girls in Swale.

VII.	SBC has not paid much attention to the issues of women and girls by investing adequately with organisations such as SWAG to avoid a disproportionate gap in women's and girls' support.

VIII.	Staff worked more than the average hours to achieve the level of outputs, including

working unsociable hours, the opportunity cost needs to be considered in terms of staff turnover, welfare, and wellbeing for the future.

IX. Lamplight database enables SWAG to capture relevant data on project activities enabling it to become a knowledge management and learning organisation benefiting service users and stakeholders

1. Methodology

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2. Activities carried out during the evaluation.

● Four visits to the SWAG project in Swale
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3. Outputs

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4. Timetable

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5. Evaluation Framework

This evaluation addresses four thematic areas of empowerment for Women and Girls (Physical and Physiological needs, Economic, Social and Education see Figure 1 below).

| Self-esteem;Self-confidenceCriticalthinking;Conscientization;Knowledge&information;Skills; abilities & competences | PSYCHOLOGICAL & PHYSICAL EMPOWERMENT | Choice; Decision-making; Better health & nutrition – well-being; Improve quality of life |

SWAG is up to address the challenges faced by women and girls concerning their self-actualisation aspirations. We evaluate four thematic areas using various theories and models, and we adopt a pragmatic approach to address the needs of women and girls that are disadvantaged by the intersectionality of factors that stifle their progress. Some of these factors include gender bias, institutional and structural racism, social exclusion, and a lack of access to education and training opportunities.

- Self-interest
- Self-efficacy and choices
- Control and decision making
- Health and social wellbeing

- Employment and entrepreneurship
- Income readiness
- Financial security
- Financial leadership

Psychological and physical Empowerment

Economic Empowerment

Assets/social Empowerment

Community Empowerment

- Information and knowledge
- Education and formal qualifications
- Skills, abilities and competency
- Critical thinking

- Volunteering opportunities
- Local action and politics
- Stronger social networks

Figure 1 SWAG Conceptual Framework of Empowerment
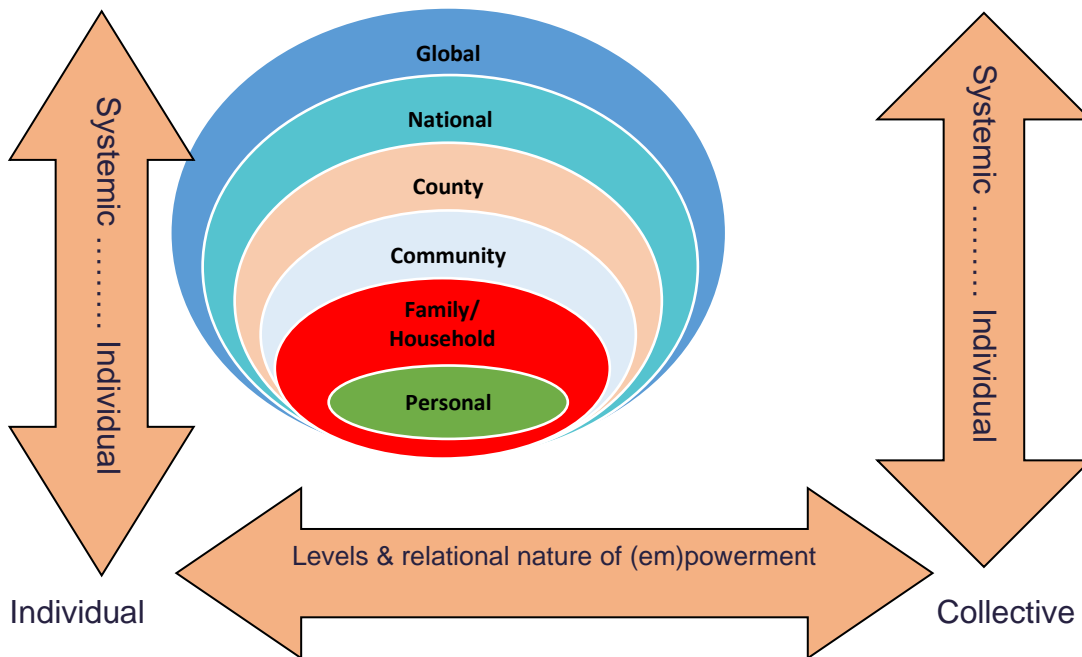
Figure 2. Empowerment – process and outcome, a framework used by SWAG to empower women and girls starting from an individual level to the global level linking stakeholders and social capital.
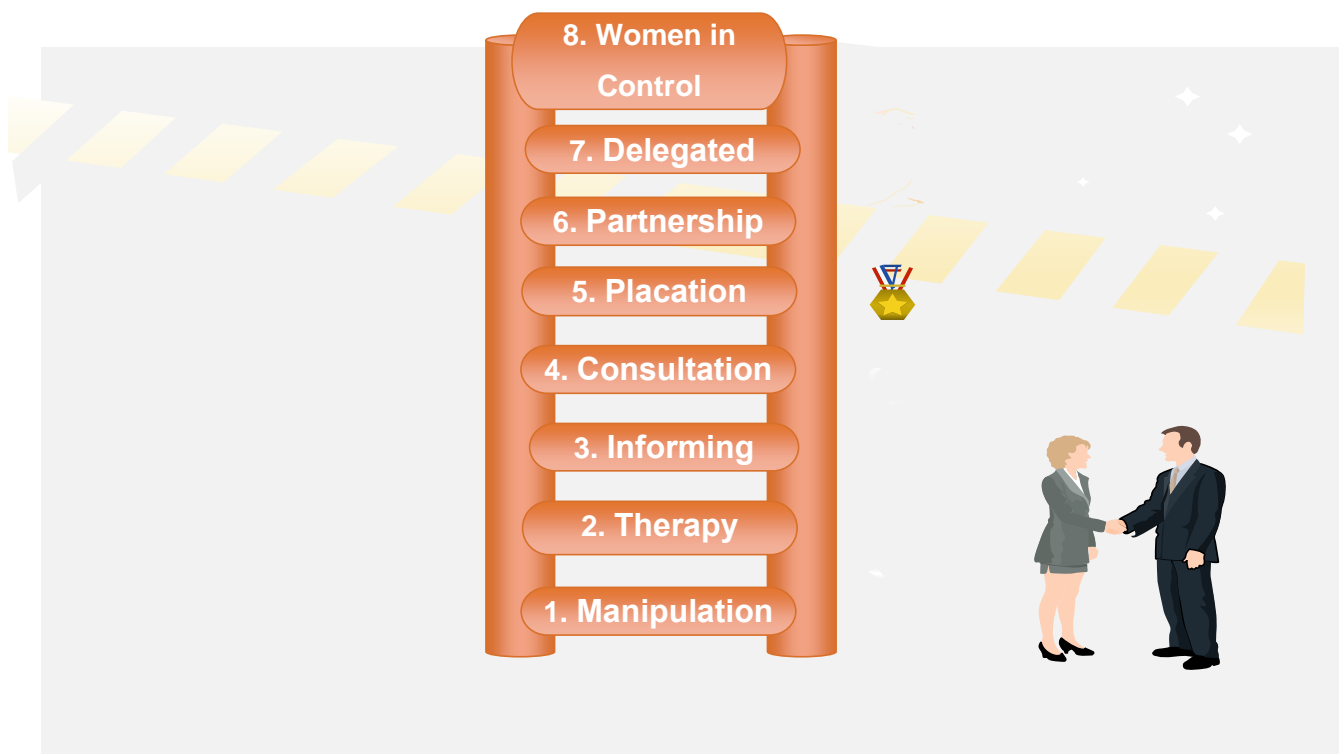
Figure 3. Empowerment Ladder a framework adapted for engaging with women and girls in SWAG

in communities when women and girl empowerment are left undone.

The figures above (1,2,3) illustrate how SWAG orchestrates the process of empowerment in women and girls. SWAG is active in civil society and leverages this to provide

	PSYCHOLOGICAL & PHYSICAL EMPOWERMENT	
Self-esteem;Self-confidenceCriticalthinking;Conscientization;Knowledge&information;Skills; abilities & competences		Choice; Decision-making; Better health & nutrition – well-being; Improve quality of life

interventions for its beneficiaries. They found that one need is normally a gateway to other needs that potential beneficiaries may not be aware of. For example, SWAG, found that one of the underlying causes of unemployment in women and girls was a lack of education and training and provided intervention by means of a volunteering and work placement programme. Volunteering recorded a remarkably high number of outcomes (703) exceeding the agreed target and justifying SWAG's approach.

The use of relevant conceptual frameworks and models have led to a high success rate in achieving all the outcomes and an increase in the number of beneficiaries

B1: "There is no stopping me now. It is hard to think about how my life has changed from the early days"
B2: "They make me feel as if I matter, because of this I will not let them down. I will work hard to make changes in my life"

6. Recommendations:

I. **Funding Required:** Based on the evidence, there is acute need by women and girls, SWAG should be funded to continue supporting women and girls, this will facilitate its scaling up to strategically function as an exemplar on women and girls and vulnerable women and girls segment, a critical group SWAG engaged with. Further funding would enable the organisation to effect systemic change that would positively impact the lives of women and girls in the UK.

Funding is required to consolidate on the successes gained and to navigate the current COVID-19 situation that may stop the successes. Urgent funding will also ensure that vulnerable women and girls do not slide back into vulnerability while new cases are addressed swiftly.

II. **A need to Streamline Services:**

SWAG should streamline its activities to focus on its core objectives and unique selling proposition (USP's) of empowering women and girls by transitioning into a capacity-building organisation for women and girl champions and organisations from an intersectional perspective in the UK. Engaging in research, project development, and knowledge transfer, to be a catalyst for systemic change in the women empowerment sector will further social impact and the furtherance of

objectives. Streamlining can be achieved by investing resources in disseminating SWAG's action research findings and practitioner-led initiatives that have been successful.

III.   **A Need for Realism:** There is a need to continue projects and activities that have supported vulnerable women and girls given that evidence suggests the demand was high (39% of beneficiaries). Thanet and Shepway, two neighbouring boroughs are in dire need of women and girl intervention, this presents an opportunity for SWAG and funders seeking social impact.

IV.   **Rise to COVID 19 Challenge:** Due to the impact of COVID-19, disruptions have occurred in the sector, and needs have become critical, the organisation would have to be realistic in terms of its resource-based strategy and how it may be able to consolidate itself in the sustaining phase. Urgent discussions are needed with the main Funder (Big Lottery) to prevent an erosion of achievements.

1.1 SWOT Analysis

The SWOT (Strengths, weakness, opportunities, and threats) matrix below analyses the internal environment of the project.

STRENGTHS	WEAKNESS
• Robust training offering: Women and girls gained relevant skills in Palliative Care, ESOL, Sewing, Personal Development etc. business startup training from professionals, trainers, and institutions such as the University of Greenwich and Canterbury Christchurch University. • Agile response to community needs- Health and Fitness Project conducted- Bicycle riding and Walking Club & COVID 19. • Developing a business-oriented approach to solving the challenges of intersectionality by running over 25 activities professional services- training, mentoring, work placement, counselling • Signposting as a core competence in the organization as service users are referred to other agencies/ organisations to gain relevant skills • Networking relationships established with organisations and charities such as Young Women Trust	• Low skills base of residents impacts on recruiting competent and skilled professionals to the project, SWAG operates a game keeping the philosophy of developing talent in house, however, it has its drawbacks- the learning curve. • Institutional and cultural challenge to diversity is going at a slow pace e.g. racism and gender bias • Recession and austerity affecting the population and the projects sustainability plans, this includes a lack of facilities and buildings • Staff overstretched due to a very high work ethic, culture and demands for a charity that could lead to burn out and stress of staff and volunteers • COVID -19 presents a challenge to running its community services due to social distancing.

- Personal Centered Approach- supporting women at home who are affected by loneliness and mental health
- **Secure Interrelationships:** Female refugees and girls; drop in to talk and relate

- The project has become a learning and innovative hub by its leadership adapting and responding to the changes taking place in the community
- Expanded core competency in advocacy, challenging issues and representing people in court, school, social services, SWAG has developed a unique proposition to other organisations
- User led bottom up service design has led to successful project delivery and retention of 10 volunteers
- Leadership-acting as a role model and enabler in the community- key staff involved in policy formulation with Swale Council and Cabinet Office-London
- Capacity building for other organisations e.g. supporting the Young Women Trust Nottingham
- Providing solutions and innovations to resource constraints and needs in the community-Flexible care support
- Knowledge transfer and exchange of best practices and action research-University of Greenwich
- Evidence based practice building on tried and tested theories of human development, behavioral change and empowerment-Intersectionality and Empowerment model
- 12 Collaborations and partnerships with other organizations –Kent Voluntary Action, etc.
- Knowledge Transfer: CEO Invited to give presentation about SWAG leads to training of undergraduates on community development as a result of this project at the University of Greenwich and Canterbury Christchurch University that will benefit future leaders and society

OPPORTUNITIES

1. 1 KTP partnership with the University of Greenwich
2. Promotion of intersectionality due to rich resource base and track record
3. Women conferences that engage with the community and partner with critical institutions
4. Develop a branch /network to address empowerment challenges- east London
5. Partnering with colleges on apprenticeships
6. Social enterprise opportunities to generate income and enhance social impact
7. The potential to run/provide research consultancy in women empowerment
8. Developing initiatives around poverty and marginalisation of women and girls
9. Covid-19 presents opportunities for developing services using ICT, social media and reaching a wider audience

Potential to develop and empower change agents

THREAT

- Finance and funding shortages could hamper SWAG's sustainability trajectory.
- National living wage and government policies impact on small charities
- A lack of skills sets in the area affecting the project recruitment in the area.
- Engaging in several activities that stretch the organisations resources
- The impact of Covid- 19 on service delivery
- Recession that will increase demand for services.

Self-esteem;Self-confidenceCriticalthinking;Conscientization;Knowledge&information;Skills; abilities & competences

PSYCHOLOGICAL & PHYSICAL EMPOWERMENT

Choice; Decision-making; Better health & nutrition – well-being; Improve quality of life

2. PROJECT RELEVANCE

Understanding that the relevance of a project relates primarily to its design and concerns the extent to which its stated objectives correctly address the identified challenges and needs of the women and girl beneficiaries and other stakeholders. SWAG project was designed considering women's voiced needs. Its aims, outputs and outcomes as presented in the logical model reflect women's and girls' concerns that focused on both prevention and intervention.

The overarching aim of the project was to empower marginalised women in Swale by tackling social inequalities. Other objectives of the project are:

- To help women with no qualifications to gain skills, leading to further education, paid employment, or enterprise.
- To improve self-esteem, self- confidence and decision-making of women and girls.
- To create a network of support, information, advice, training, volunteering opportunities which will enable women to access local services.
- To improve women and girls' opportunities for social engagements and interpersonal skills.
- To improve the psychological and physical wellbeing of women and girls.
- To address women and girls needs in a holistic way.
- To ensure that women and girls have confidence, skills, and information they need to achieve their aspirations.

Table 1: Indicators for the SWAG Project 2017-2020

Outcome	Indicator	Level	Timescale
Outcome 1 The motivation and confidence of women and girls will improve	1.1 Women and girls using the service will report increase motivation and confidence	300 (100x3)	March 2020
	1.2 Women and Girls will report increase knowledge of local services	150 (50 x3)	March 2020
	1.3 Women and girls will report accessing more services, more frequently to help them develop	150 (50 x 3)	March 2020

Outcome 2 Women and girls will be better equipped to gain access to the job market	2.1 Women and girls will have increased access to work and educational opportunities	675 (225 x3)	March 2020
	2.2. Women and girls will have improved their skills	150 (75 x3)	March 2020
	2.3 Women and girls will use their new skills to apply for new opportunities e.g. the job market, education, and business	270 (90 x3)	March 2020
Outcome 3 The mental and physical wellbeing of women and girls will be improved	3.1 Women and girls have improved feelings of emotional wellbeing	900 (300 x3)	March 2020
	3.1 Women and girls will have increased levels of physiological wellbeing through the six ways to wellbeing – be active, keep learning, give, connect, take notice, care for the planet	300 (100 x3)	March 2020
	3.3 Women and girls can make decision about themselves and others	300 (150x2)	March 2020
Outcome 4 More women and girls will take part in volunteering activities	4.1 Women and girls have increased access to volunteering opportunities	900(300x3)	March 2020
	4.2 Women and girls engaging in	150 (50 x3)	March 2020

	volunteering opportunities		
	4.3 Women and girls volunteering will feel less lonely and isolated	125	March 2020

These outcomes above have been achieved by SWAG project. Listed below is raw data retrieved from the Lamp Light database that provide evidence of the outputs and outcomes achieved by the project.

Activity data

Table 2. 1 Summary of all activities performed

Measure	Number of attendances	Number of sessions	Number of different people	People - hours	Total length of activity records in hrs
Total	2789	544	563	6175:31	1015:25

Table 2. 2 Mentoring and 1-to- 1 support

Measure	Number of attendances	Number of sessions	Number of different people	People - hours	Total length of activity records in hrs
Total	674	139	206	3480:40	322:45

Table 2. 3 Workshop & training

Measure	Number of attendances	Number of sessions	Number of different people	People - hours	Total length of activity records
Total	1156	136	283	4812:07	395:37

Table 2. 4 Work placement

Measure	Number of attendances	Number of sessions	Number of different people	People - hours	Total length of activity records
Total	189	37	125	2670:40	191:20

Table 2. 5 Afterschool & Youth Club

Measure	Number of attendances	Number of sessions	Number of different people	People - hours	Total length of activity records
Total	348	42	180	2928:55	188:50

Table 2. 6 Counselling

Measure	Number of attendances	Number of sessions	Number of different people	People - hours	Total length of activity records
Total	243	44	144	2755:16	186:25

Table 2. 7LAPCEL (Palliative Care Action Research Group)

Measure	Number of attendances	Number of sessions	Number of different people	People - hours	Total length of activity records
Total	203	30	132	2740:35	170:50

Table 2. 8 Volunteering

Measure	Number of attendances	Number of sessions	Number of different people	People - hours	Total length of activity records
Total	703	169	217	3766:46	543:43

Table 2. 9 Socialise & Network

Measure	Number of attendances	Number of sessions	Number of different people	People - hours	Total length of activity records
Total	820	105	303	4510:43	306:04

Table 2. 10 Provision of food for the vulnerable

Measure	Number of attendances	Number of sessions	Number of different people	People - hours	Total length of activity records
Total	361	67	143	2826:22	207:16

Table 2. 11 Drop-in sessions (Open door walk-in service)

Measure	Number of attendances	Number of sessions	Number of different people	People - hours	Total length of activity records
Total	386	92	165	2873:31	218:31

Table 2. 12 Collaboration with other organisations

Measure	Number of attendances	Number of sessions	Number of different people	People - hours	Total length of activity records
Total	941	100	292	4247:37	297:22

Table 2. 13 Physical Health: walking club, cycling and yoga

Measure	Number of attendances	Number of sessions	Number of different people	People - hours	Total length of activity records
Total	1003	105	304	4361:37	306:22

Table 2. 14 Outreach to the most vulnerable in the community

Measure	Number of attendances	Number of sessions	Number of different people	People - hours	Total length of activity records
Total	862	114	388	4923:31	342:25

Table 2. 15 Gender distribution

Gender	Number of attendances	Number of sessions	Number of different people	People - hours	Total length of activity records
Female	1230	424	230	2698:22	719:52

Self-esteem;Self-confidenceCriticalthinking;Conscientization;Knowledge&information;Skills; abilities & competences

PSYCHOLOGICAL & PHYSICAL EMPOWERMENT

Choice; Decision-making; Better health & nutrition – well-being; Improve quality of life

Gender	Number of attendances	Number of sessions	Number of different people	People - hours	Total length of activity records
Male	210	107	114	809:00	315:45
No data	1349	373	219	2668:09	537:36
Total	2789	904	563	6175:31	1573:13

Table 2. 16 Ethnicity

Ethnicity	Number of attendances	Number of sessions	Number of different people	People - hours	Total length of activity records
Any other Asian background	19	19	1	23:45	23:45
Any other Black/African/Caribbean background	107	82	7	337:38	270:13
Any other Mixed/Multiple ethnic background	9	9	4	9:58	9:58
Any other White background	46	46	3	59:51	59:51
Any other ethnic group	142	99	12	251:40	165:58
Arab	6	6	1	11:00	11:00
Asian - Asian British	74	61	8	156:10	119:55
Asian/Asian - Asian	138	92	11	266:33	152:03
Black/ Caribbean/ African - Black British	359	220	70	686:08	364:36
European	12	8	9	49:34	26:19
Mixed - White and Black African	49	32	4	103:17	69:47
Mixed/Multiple ethnic groups - White and Asian	5	5	2	22:00	22:00
Prefer not to say	2	2	1	6:15	6:15
White - English/ Welsh/ Scottish/ Irish/ British	411	209	181	1348:07	462:07
No data	1410	396	249	2843:28	577:16
Total	2789	1286	563	6175:30	2341:08

Self-esteem;Self-confidenceCriticalthinking;Conscientization;Knowledge&information;Skills; abilities & competences	**PSYCHOLOGICAL & PHYSICAL EMPOWERMENT**	Choice; Decision-making; Better health & nutrition – well-being; Improve quality of life

Table 2. 17 Religion

Religion	Number of attendances	Number of sessions	Number of different people	People - hours	Total length of activity records
Any other religion	2	2	1	1:49	1:49
Buddhist	2	2	1	2:00	2:00
Christian (including Church of England, Catholic, Protestant and all other Christian denominations)	668	325	105	1586:52	731:45
Hindu	91	71	4	176:25	126:25
Islam	33	33	4	40:25	40:25
Muslim	173	117	11	252:16	174:05
No religion	7	7	3	9:00	9:00
Prefer not to say	48	44	12	111:58	98:13
No data	1765	469	422	3994:41	757:10
Total	2789	1070	563	6175:30	1940:56

Table 2. 18 Immigration status

Immigration status	Number of attendances	Number of sessions	Number of different people	People - hours	Total length of activity records
Asylum seeker awaiting decision	86	78	4	263:55	252:04
Discretionary leave to remain	9	9	3	9:50	9:50
EEA National currently working	1	1	1	6:00	6:00
EEA National in UK studying	1	1	1	8:00	8:00
EEA National receiving welfare benefits	27	27	1	36:16	36:16

Immigration status	Number of attendances	Number of sessions	Number of different people	People - hours	Total length of activity records
Husband/Wife sponsorship	52	51	2	99:40	97:40
Indefinite leave to remain	29	29	2	41:28	41:28
UK National	647	281	199	1877:10	593:37
No data	1937	547	350	3833:10	796:43
Total	2789	1024	563	6175:31	1841:42

Table 2. 19 Employment status

Employment status	Number of attendances	Number of sessions	Number of different people	People - hours	Total length of activity records
Carer FT	51	49	3	91:34	91:15
Carer PT	110	110	1	218:25	218:25
Employed FT	152	102	49	404:25	232:01
Employed PT	55	49	12	130:58	108:58
House-person	67	60	6	111:10	98:10
Prefer not to say	1	1	1	2:00	2:00
Retired	200	162	33	492:43	331:13
Self-employed	75	46	12	183:15	107:30
Student	268	76	112	923:46	162:28
Unable to work	2	2	1	2:00	2:00
Unemployed	284	197	37	580:22	399:08
No data	1524	425	296	3034:46	623:25
Total	2789	1279	563	6175:30	2376:38

Table 2. 20 Education status

Highest level of education	Number of attendances	Number of sessions	Number of different people	People - hours	Total length of activity records
A level or similar	4	4	2	3:45	3:45
First degree or similar	96	76	14	264:41	205:07
GCSEs or similar	4	4	2	3:49	3:49
Masters or similar	16	16	3	30:31	30:31
NVQ or similar	30	28	7	41:25	34:25
None	30	12	21	168:10	24:10
Other	14	13	2	33:15	30:15
Overseas qualification	36	36	3	78:10	78:10
PhD	8	5	4	22:25	13:19
Professional qualification	67	62	6	195:45	182:45
No data	2484	644	499	5333:30	1071:46
Total	2789	900	563	6175:30	1678:06

Table 2. 21 Marital status

Marital status	Number of attendances	Number of sessions	Number of different people	People - hours	Total length of activity records
Civil partnership	1	1	1	1:00	1:00
Cohabiting	2	2	2	4:30	4:30
Divorced	91	87	11	225:34	215:34
Married	306	165	39	674:06	309:55
Other	1	1	1	2:34	2:34
Separated	12	11	5	26:26	23:26
Single	209	119	74	787:31	327:58
Widow	34	34	2	36:55	36:55
No data	2133	523	428	4416:49	763:34

Marital status	Number of attendances	Number of sessions	Number of different people	People - hours	Total length of activity records
Total	2789	943	563	6175:30	1685:31

Table 2. 22 Caring status (to Family Members or Others)

Looks after or gives help or support to family members or others	Number of attendances	Number of sessions	Number of different people	People - hours	Total length of activity records
No	263	177	48	792:13	492:49
Yes, 1-19 hours a week	16	16	4	16:46	16:46
Yes, 20-49 hours a week	24	23	3	57:36	57:16
Yes, 50 or more hours a week	94	71	5	177:31	122:42
No data	2392	622	503	5131:22	967:45
Total	2789	909	563	6175:30	1657:19

Table 2. 23 Type of person being cared for

Type of person being carer for	Number of attendances	Number of sessions	Number of different people	People - hours	Total length of activity records
Child	72	58	7	144:52	117:42
Other family	6	6	1	3:22	3:22
Parent	1	1	1	2:34	2:34
Partner	52	51	2	97:55	94:55
No data	2658	725	552	5926:46	1328:03
Total	2789	841	563	6175:31	1546:38

Table 2. 24 Has Children

Has children	Number of attendances	Number of sessions	Number of different people	People - hours	Total length of activity records
No	204	102	68	841:43	312:19
Yes	459	277	55	958:32	530:57
No data	2126	540	440	4375:15	775:55
Total	2789	919	563	6175:31	1619:12

Table 2. 25 Number of children

Number of children	Number of attendances	Number of sessions	Number of different people	People - hours	Total length of activity records
1	53	53	9	96:02	96:02
2	192	130	19	458:01	306:55
3	96	93	9	166:09	159:39
4	3	3	2	5:00	5:00
5	14	14	3	17:49	17:49
6+	28	28	1	38:28	38:28
No data	2403	619	520	5394:01	1075:24
Total	2789	940	563	6175:31	1699:19

Table 2. 26 Sexual orientation

Sexual orientation	Number of attendances	Number of sessions	Number of different people	People - hours	Total length of activity records
Gay	2	2	1	2:00	2:00
Heterosexual	717	327	131	1987:19	744:07
No data	2070	530	431	4186:10	748:49
Total	2789	859	563	6175:30	1494:57

Table 2. 27 State of health

State of health	Number of attendances	Number of sessions	Number of different people	People - hours	Total length of activity records
Bad	2	2	1	4:00	4:00
Fair	54	51	12	177:07	167:07
Good	563	246	117	1596:34	559:23
Prefer not to say	2	2	1	2:00	2:00
Very bad	4	4	2	3:45	3:45
Very good	55	46	5	70:02	55:32
No data	2109	541	425	4322:00	775:45
Total	2789	892	563	6175:30	1567:34

Table 2. 28 Disability status

Has disability	Number of attendances	Number of sessions	Number of different people	People - hours	Total length of activity records
No	822	324	145	2072:01	672:46
Prefer not to say	7	7	2	19:10	19:10
Yes	102	96	19	280:46	257:01
Yet to be diagnosed	6	6	1	9:15	9:15
No data	1852	499	396	3794:19	715:36
Total	2789	932	563	6175:31	1673:49

Table 2. 29 Type(s) of disability

Type(s) of disability	Number of attendances	Number of sessions	Number of different people	People - hours	Total length of activity records
ADHD	2	2	2	2:15	2:15
Autism	7	7	1	11:19	11:19

Type(s) of disability	Number of attendances	Number of sessions	Number of different people	People - hours	Total length of activity records
Emotional/behaviour difficulty	1	1	1	1:00	1:00
Mental health	12	12	5	14:10	14:10
Other condition (epilepsy, asthma, diabetes etc)	44	44	4	88:19	88:19
Other disability (Physical)	45	45	5	154:46	154:46
Physical disability	3	2	2	15:00	9:00
Speech and language disorder	6	6	1	9:15	9:15
Vision impairment	9	9	1	9:55	9:55
No data	2671	517	550	5884:30	883:34
Total	2800	645	563	6190:31	1183:35

Table 2. 30 Mental health needs

Has mental health issue	Number of attendances	Number of sessions	Number of different people	People - hours	Total length of activity records
No	589	276	89	1613:31	680:34
Yes	22	21	10	35:10	32:10
No data	2178	546	464	4526:50	794:51
Total	2789	843	563	6175:31	1507:35

Table 2. 31 Type(s) of Mental health needs

Type(s) of mental health issue	Number of attendances	Number of sessions	Number of different people	People - hours	Total length of activity records
Anxiety and panic attacks	16	16	4	23:00	23:00
Body dysmorphic disorder	9	9	1	9:55	9:55

Type(s) of mental health issue	Number of attendances	Number of sessions	Number of different people	People - hours	Total length of activity records
Borderline personality disorder	3	3	1	2:45	2:45
Depression	13	13	4	26:00	26:00
Hearing voices	1	1	1	1:00	1:00
Loneliness	7	7	3	9:55	9:55
Phobia	6	6	1	12:25	12:25
Psychotic experiences	3	3	1	1:15	1:15
Self-esteem	9	8	3	14:15	11:15
Sleep problems	2	2	2	1:40	1:40
Stress	1	1	1	0:40	0:40
Suicidal feelings	2	2	2	1:40	1:40
Tardive dyskinesia	1	1	1	6:00	6:00
No data	2746	543	538	6102:55	1015:25
Total	2822	618	563	6214:41	1124:11

Table 2. 32 Age bracket

Age Bracket	Number of attendances	Number of sessions	Number of different people	People - hours	Total length of activity records
0-5	2	2	1	2:04	2:04
11-16	172	38	90	739:58	94:17
17-18	34	32	4	71:22	65:52
19-25	57	54	11	217:31	208:41
26-35	85	74	26	162:33	118:32
36-45	380	158	39	759:43	244:48
46-55	179	132	33	368:43	242:34
5-10	24	17	14	42:55	31:46
56-65	155	121	25	357:36	251:35

Self-esteem;Self-confidenceCriticalthinking;Conscientization;Knowledge&information;Skills; abilities & competences

PSYCHOLOGICAL & PHYSICAL EMPOWERMENT

Choice; Decision-making; Better health & nutrition – well-being; Improve quality of life

Age Bracket	Number of attendances	Number of sessions	Number of different people	People - hours	Total length of activity records
66 and over	114	84	29	345:03	218:18
No data	1587	458	291	3107:57	688:01
Total	2789	1170	563	6175:30	2166:34

NB: figures are to March 2020, project continued to June 2020

How did SWAG perform on the indicators?

There were 10,826 beneficiaries that achieved one or more of the agreed indicators. Also, 824 women and girl beneficiaries from diverse backgrounds achieved all the four outcomes with the corresponding indicators. The outcomes and indicators demonstrate that the services offered by SWAG were relevant to vulnerable women and girls. SWAG team were able to leverage external community events to reach potential service users and beneficiaries. A high number of activities run by SWAG were critical to achieving a high output that included over 25 outreach activities to community events, classes and workshops that were run in-house and at other organisations. Most of these events were run and supported by 703 volunteers, this exceeded the agreed target of 150 women and girls. There was also an increase of women and girls self-efficacy, empowerment, increased improvement in mental health, these outcomes were linked to intervention and prevention of an intersectionality of factors as an outcome. By linking into events happening in the community, SWAG exhibited agility and creativity with their services at these events. The data also indicates that there is a high need for services that meet the needs of women and girls in Swale.
The graphs and charts below demonstrates the outcomes of the project over a three-year period.

Quantitative Analysis

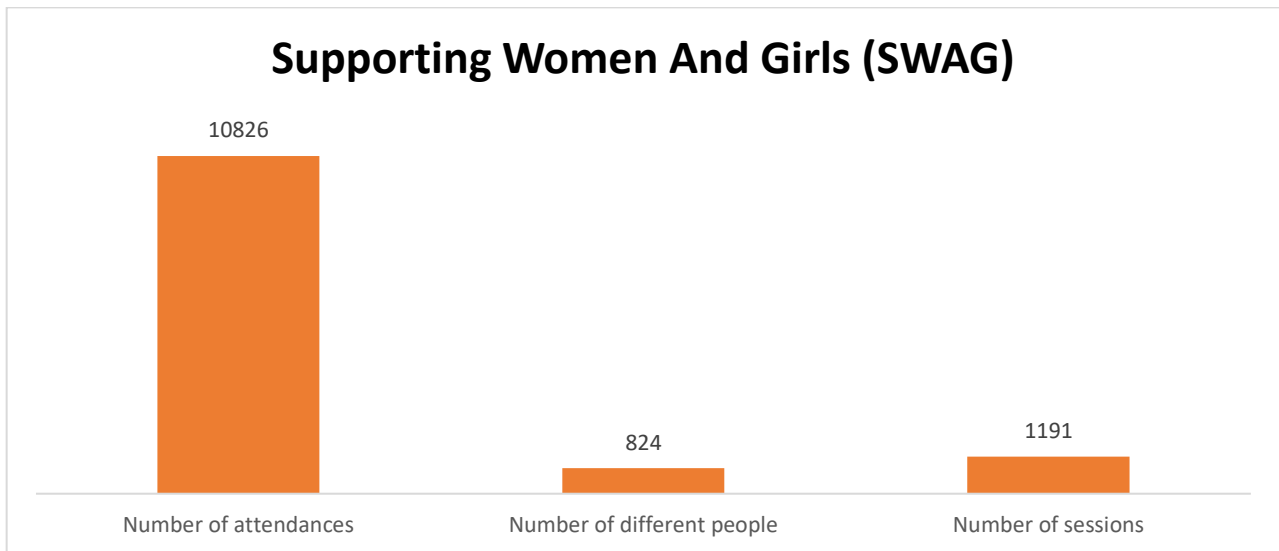## Supporting Women And Girls (SWAG)

Figure 4. 1.*Total number of SWAG beneficiaries including the number of activities*

The figure above demonstrate that SWAG's work exceeded the agreed target indicators leading to outcomes such as a possible change in women and girl attitude when attending events which is one of the most challenging activities when working with communities.
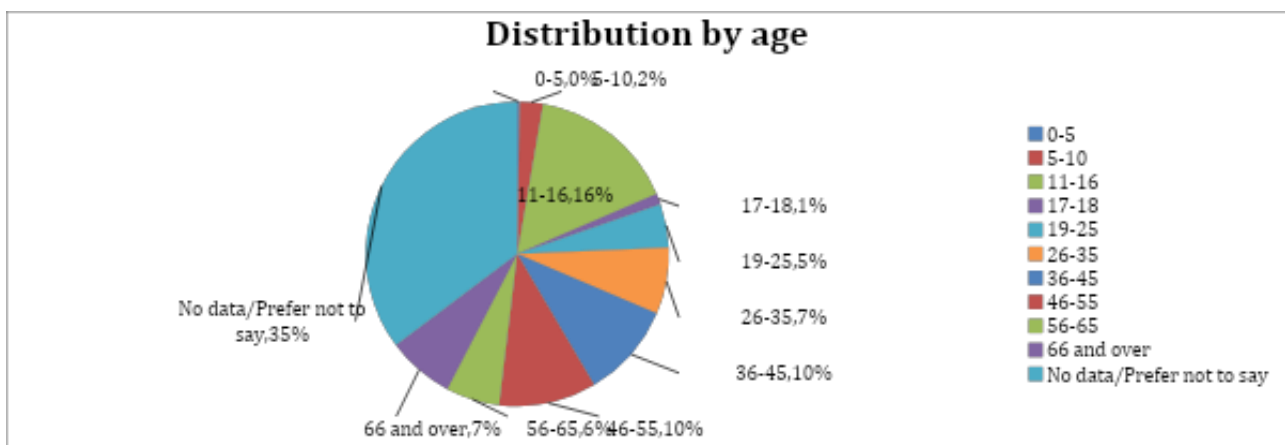
Demography of Participants

Figure 4. 2 Distribution by Age

The teenage girls (11-16- and 17-18-year olds) made up 17% and the 19 – 45-year olds constituted 22%. These were the most active on the SWAG project. All the participants were of diverse backgrounds with the majority, 52% being native white British, Black Africans made up 22% of beneficiaries.

Other demographic data collected include faith/religion, language spoken, educational level, immigration status, marital status, sexual orientation, disability, and level of vulnerability, among others. The data demonstrated that the project aims were achieved in engaging with women and girls that were vulnerable, at-risk or had other social needs such as mental health and wellbeing, empowerment, and employment.
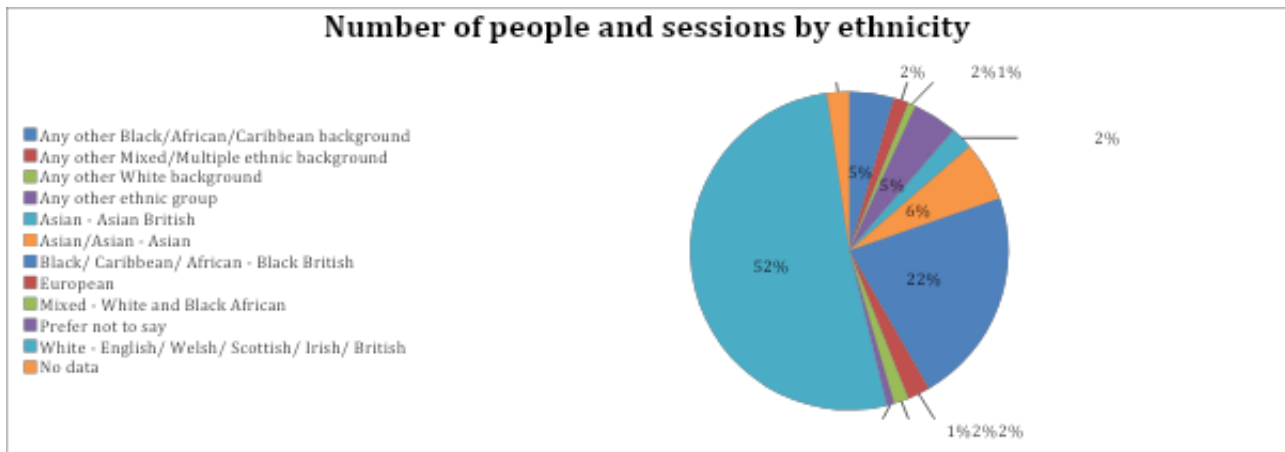
Number of people and sessions by ethnicity

Legend:
- Any other Black/African/Caribbean background
- Any other Mixed/Multiple ethnic background
- Any other White background
- Any other ethnic group
- Asian - Asian British
- Asian/Asian - Asian
- Black/ Caribbean/ African - Black British
- European
- Mixed - White and Black African
- Prefer not to say
- White - English/ Welsh/ Scottish/ Irish/ British
- No data

Figure 4. 3. Ethnicity A large majority of beneficiaries were white British demonstrating need, relevance and social impact.

Number of people and sessions by religion

Buddhist,1%
Christian (including Church of England, Catholic, Protestant and all other Christian denominations),50%
No data,26%
Prefer not to say,5%
No religion,10%
Muslim,5%   Islam,2%   Hindu,2%
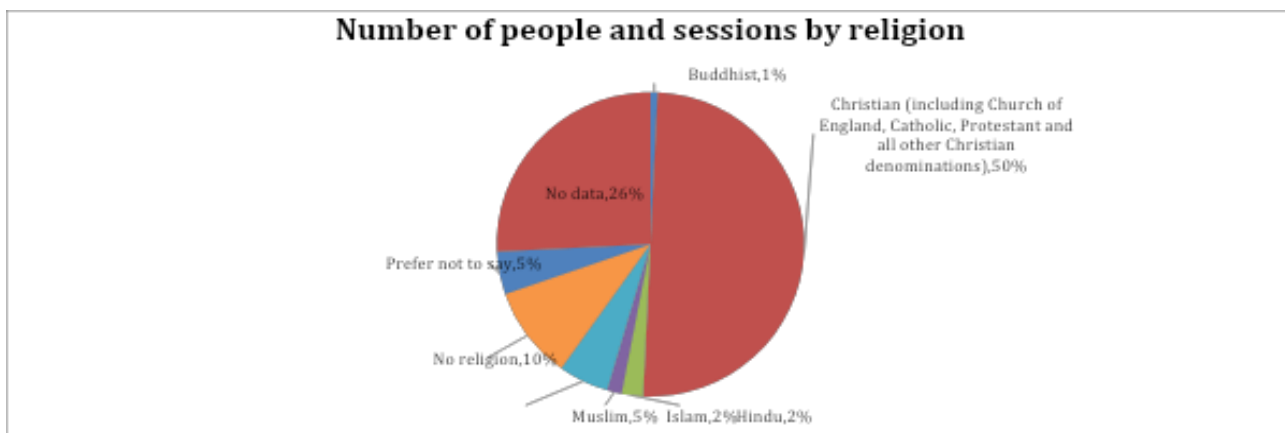
Figure 4. 4 Religion demonstrating inclusiveness and sensitivity of the project

Number of participants by main language spoken at home

Turkish 2%
Spanish 1%
Other language 1%
French 1%
Urdu 2%
No data 8%
Arabic 1%
English 84%
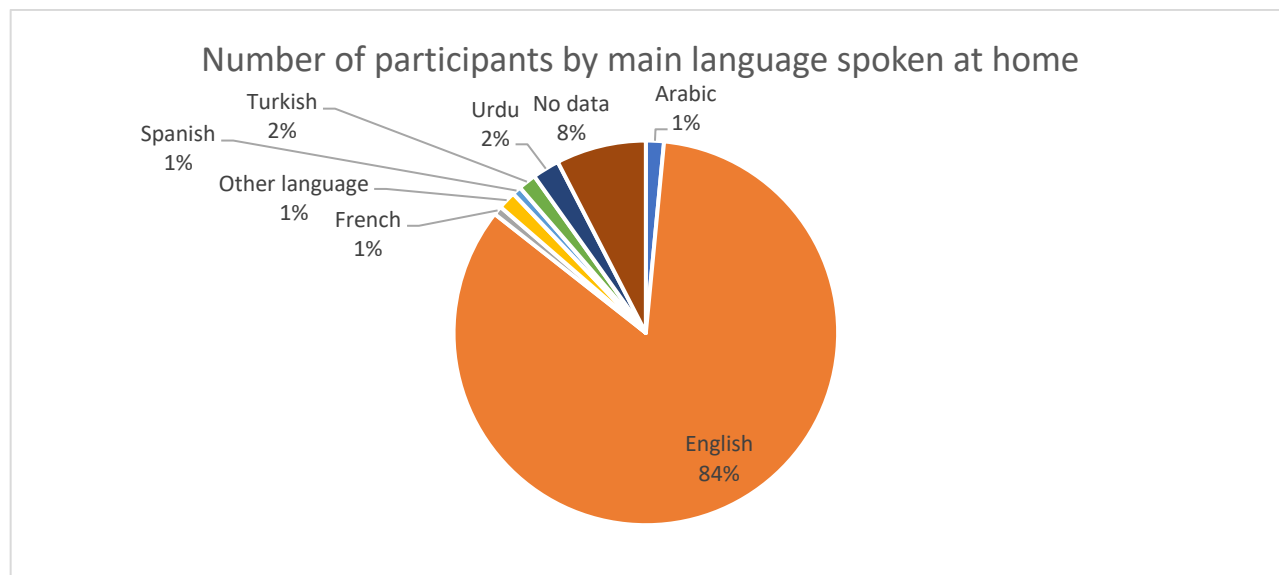
Figure 4. 5. Main languages spoken demonstrating diversity and cohesion of SWAG project

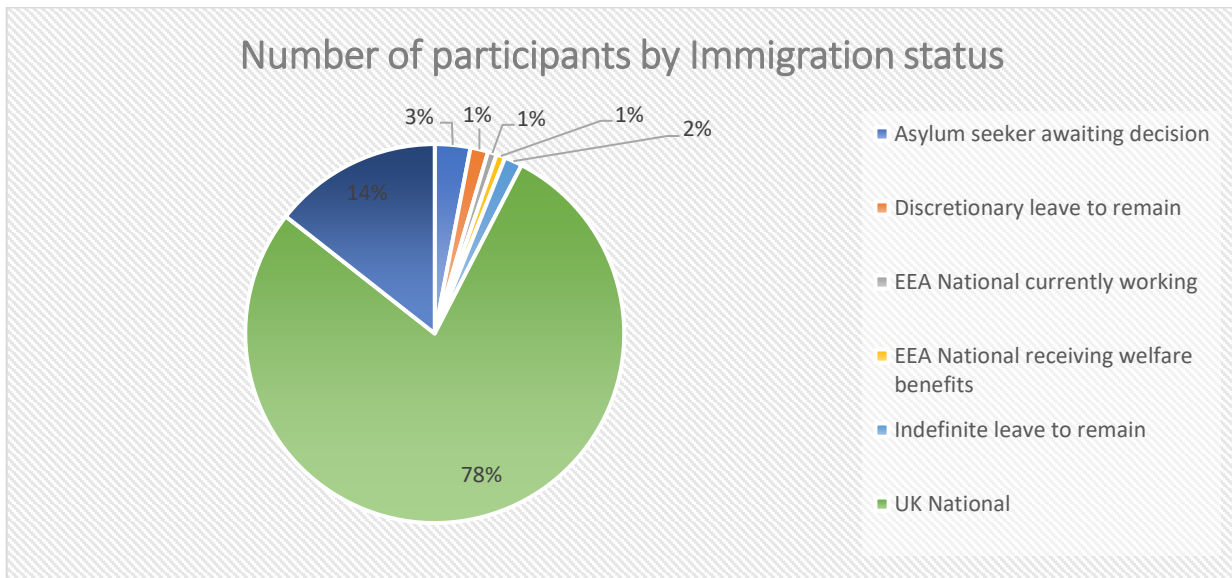| Self-esteem;Self-confidenceCriticalthinking;Conscientization;Knowledge&information;Skills; abilities & competences | PSYCHOLOGICAL & PHYSICAL EMPOWERMENT | Choice; Decision-making; Better health & nutrition – well-being; Improve quality of life |

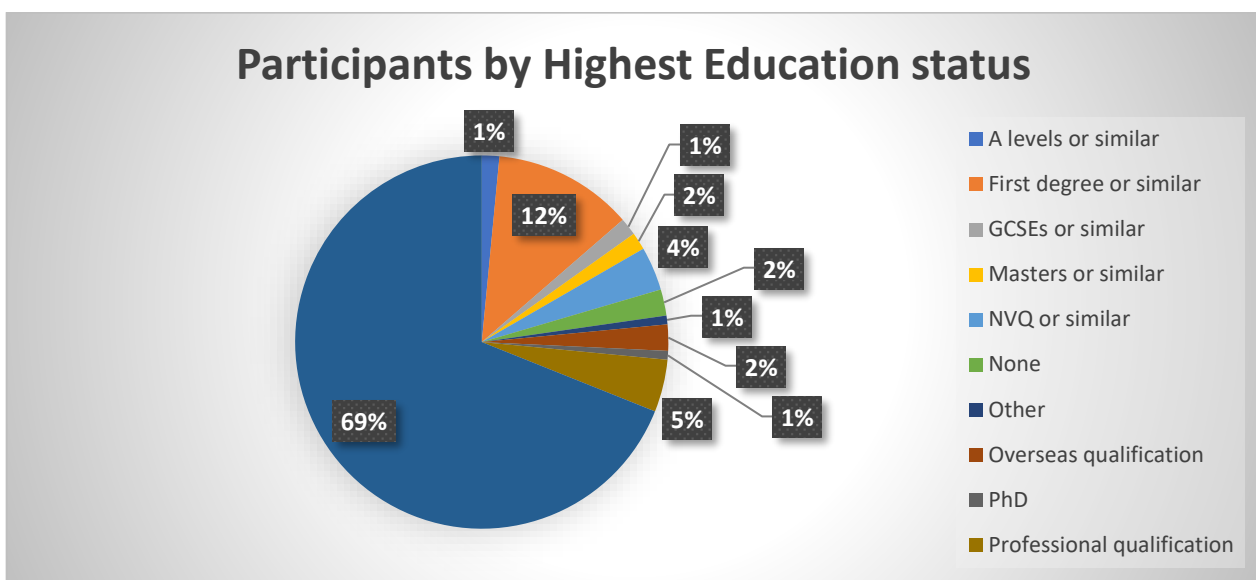**Figure 4. 6 Immigration status reflects need is broad amongst women and girls**

Figure 4. 7 Education status demonstrate lower levels of higher education

More than two-thirds (69%) of participants had A level qualifications or similar. This is a high proportion of women and girls without further education qualifications, it points to the intersectionality of issues women and girls face in accessing training opportunities, work and achieving their aspirations. SWAG team believes it is pertinent that women and girls are supported to aim higher in terms of attending further and higher education to develop their potential and bridge the attainment gap.
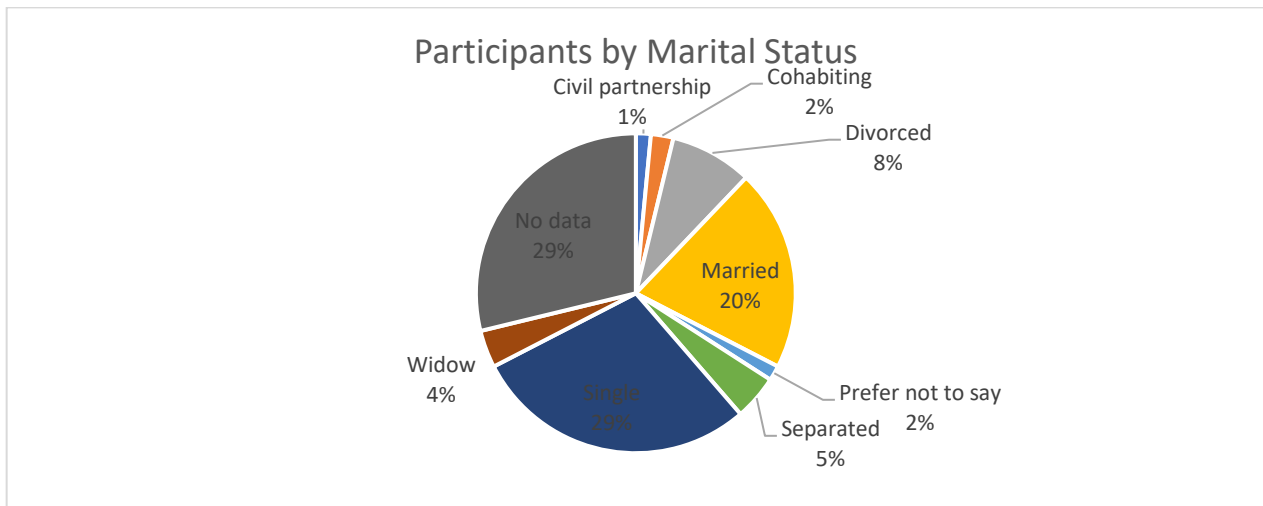
Figure 4. 8 Marital status reflects a diverse background in terms of relationships

Out of the overall number of beneficiaries, the project offered opportunities to engage 24 of the very vulnerable women and girls' in Swale as shown in the following tables and graphs below. This includes people affected by several risk indicators at varying levels of severity including sexual, emotional, physical abuse and domestic violence.
SWAG project has served and continues to function as a channel for signposting and referring individuals and families to social services for specialist support.
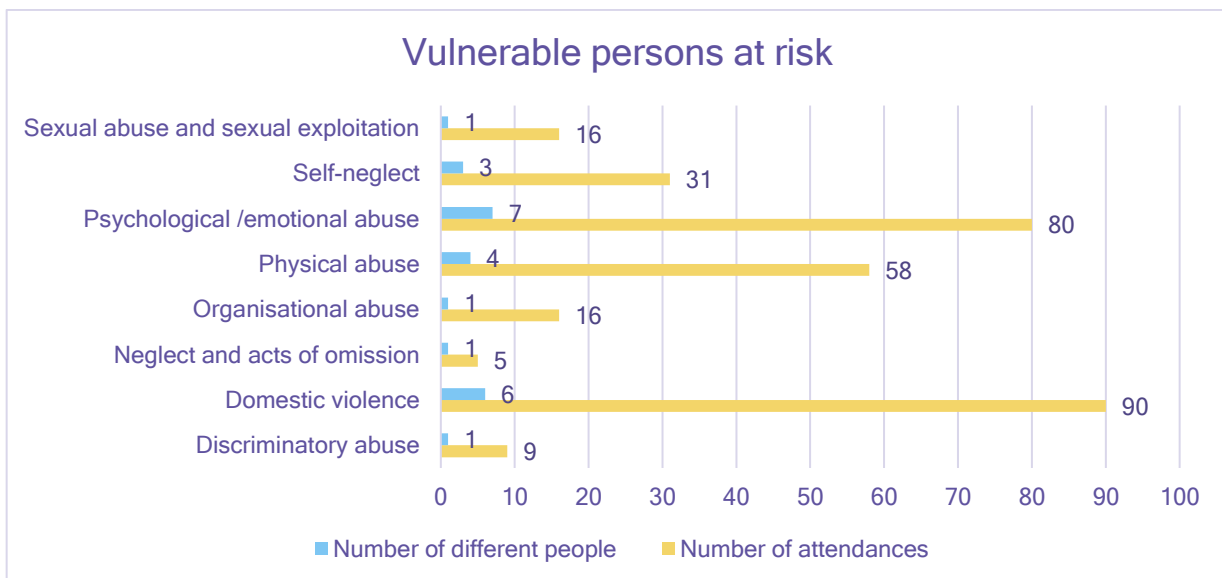

Figure 4. 9 Vulnerability status shows a breakdown in terms of abuse and the need to address the prevalence of domestic and emotional abuse

39% percent of women and girls- service users were in very vulnerable situations such as for example, living with violent partners and experiencing abuse   and had been affected by a range of abusive and exploitative relationships such as domestic violence, modern day slavery and sexual exploitation. There is a very significant number that requires further investigation into how these abuses can be prevented. This was a critical objective of the project in terms of intervention and prevention. SWAG provided empowerment services, friendship, advice, and signposting to social services, counselling and secondary care which proved to be impactful based on the number of beneficiaries they assisted.
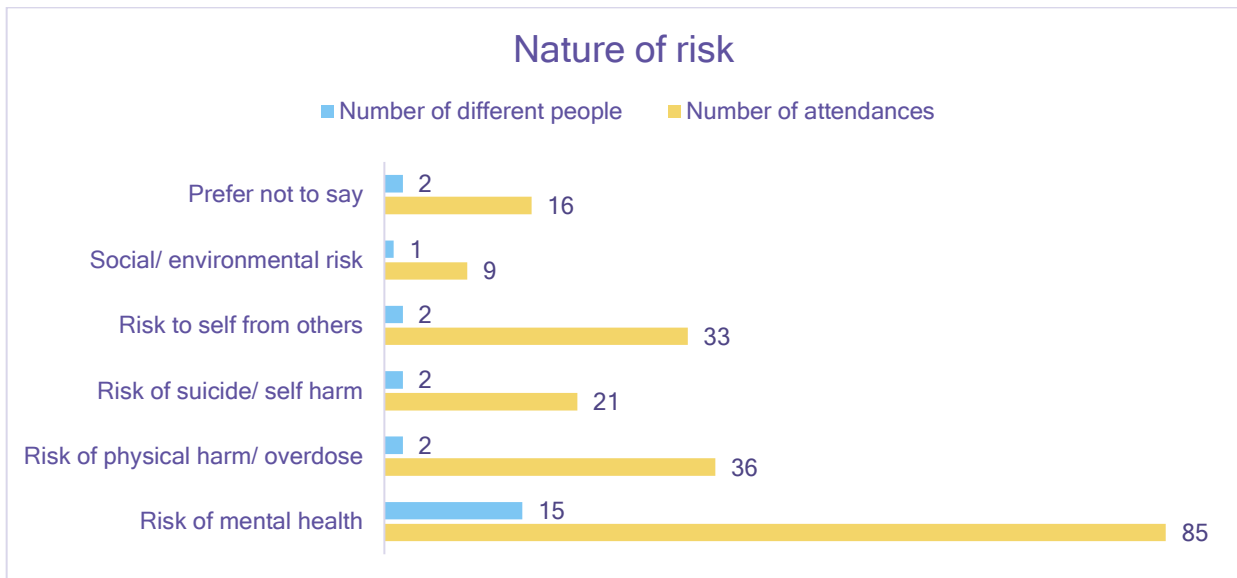
| Self-esteem;Self-confidenceCriticalthinking;Conscientization;Knowledge&information;Skills; abilities & competences | **PSYCHOLOGICAL & PHYSICAL EMPOWERMENT** | Choice; Decision-making; Better health & nutrition – well-being; Improve quality of life |

Nature of risk

■ Number of different people   ■ Number of attendances

Category	Number of different people	Number of attendances
Prefer not to say	2	16
Social/ environmental risk	1	9
Risk to self from others	2	33
Risk of suicide/ self harm	2	21
Risk of physical harm/ overdose	2	36
Risk of mental health	15	85

Figure 4. 10 Nature of Risk demonstrates that mental health is a major risk requiring intervention.

Distribution by Publicity

No data 7%
YouTube 1%
Diversity House website 4%
Facebook 3%
Friend 6%
Volunteer centre 3%
Word of mouth 22%
Leaflet 18%
Twitter 2%
School 1%
Radio 2%
Presentation 4%
Poster 5%
Other website 1%
Other social media 2%
Networking event 18%
Newspaper 1%
Newsletter 1%
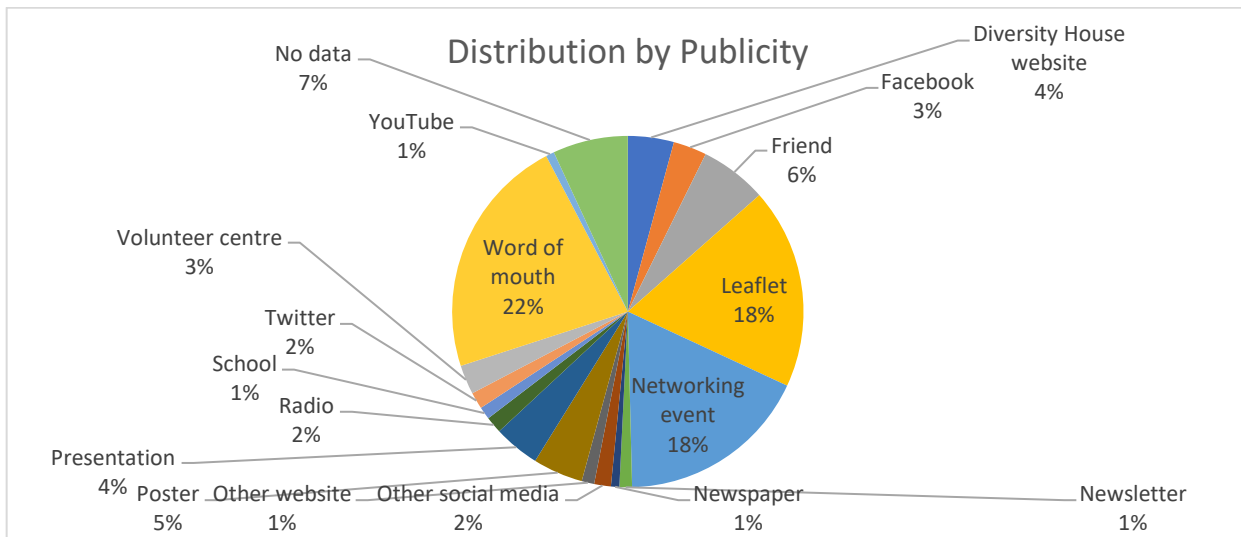
Figure 4. 11 Publicity, word of mouth and networking were the two main areas that potential beneficiaries found out about the project.

SWAG is publicised almost evenly using different forms and has enjoyed a wide area of reach. The main medium of publicity is by word of mouth. The testimonials and applications show that word of mouth was a major mode of publicity.

Please see picture 1 in the annexes for geographical spread of beneficiaries.

Overall, the quantitative data shows that:
- women improved their attitude by regularly attending meetings and activities.
- that the majority of them were in the 54-64 bracket which is a challenging age for some women in personal terms and their professional life.
- The majority of meetings and activities were attended by white women who were Christians in their religious orientation and spoke English as the first language.
- the activities were well attended and demonstrated the importance of pre- project consultation that DH initiated.

Self-esteem;Self-confidenceCriticalthinking;Conscientization;Knowledge&information;Skills; abilities & competences	**PSYCHOLOGICAL & PHYSICAL EMPOWERMENT**	Choice; Decision-making; Better health & nutrition – well-being; Improve quality of life

- high demand for women and girls' services.
- volunteer involvement was at a high.
- there was a high level of satisfaction in terms of service users that attended regularly and achieved their objectives.
- SWAG was highly agile and innovative reaching hard to reach women and girl groups with success.

Qualitative Analysis

Qualitative data was collected using semi-structured interviews and testimonies of participants. These were analysed using four main thematic areas with sub-categories. Overall, the indicators measured for the outcomes, all confirm the actualisation of objectives of the project in the period under review.

a. Psychological and physical Empowerment

The outcomes in this domain were based on reports of

- Increased levels of physiological and psychological wellbeing through the six ways to wellbeing – be active, keep learning, give, connect, take notice and care for the planet.
- Improved feelings of emotional wellbeing
- Ability to make decisions about themselves and their dependents

All interviewees alluded to improved physical and psychological wellbeing in the following statements by B1 and B2

> **B1: "There is no stopping me now. It is hard to think about how my life has changed from the early days"**
> **B2: "They make me feel as if I matter, because of this I will not let them down. I will work hard to make changes in my life"**

b. Economic Empowerment

Under this domain, the following outcomes were tracked by assessing
- Increased access to work & business opportunities

- The use of new skills to apply for new opportunities in the job market or start a business
- Improved financial knowledge and security

Participants demonstrated progress with the following statements- B3 and B4.

> **B3**: *"I now ran my business now with added beauty services including eyebrow threading, facials, manicure, pedicure, eyebrow tinting and eyelash extension"*
>
> **B4**: *"I currently have an after-school day-care, where I pick the children up from school, and they stay with me until their parents come and collect them"*
>
> **B5**: *"I have a better understanding of the legislation of childcare and taxing of small business and how to go about things set by step"*

c. Social Empowerment

This domain was evaluated by assessing the following outcomes
- Increased access to educational opportunities
- Achieving educational and vocational qualifications
- Improved social skills and competencies
- Awareness and increased access to social services

The above outcomes were realised from the following positive affirmation by beneficiary B3 and B7

> **B3**: *"My lack of English was a real problem… One of my long-time goals was to pass ESOL level 1 in English, Level 2 maths and to sit for the exam: Supporting Children's learning course and Rapid English. I am proud to say I achieved all these"*
>
> **B7**: *"I can now mend my children's uniforms when they get torn instead of rushing to buy new ones"*

d. Community Empowerment

The following outcomes were measured under this domain
- Increased access to volunteering
- Improved community integration and cohesion
- Decrease in loneliness and isolation

These were inferred from the testimonies of beneficiaries B5 and B6
B5: "I was isolated, with no friends hindered by lack of English, but once I joined my life started to change. I was on my journey of empowerment."
B6: "The sessions fostered interaction and understanding between different communities"

> **B5: *"I was isolated, with no friends hindered by lack of English, but once I joined my life started to change. I was on my journey of empowerment."***
> **B6: *"The sessions fostered interaction and understanding between different communities"***

Case Study: Transcribed semi-structured interview with Kate Dicey (sewing Instructor). Kate has been involved with SWAG since the summer of 2019. She has been a teacher for over 30 years with over 20 years as a professional costume maker.
She decided to volunteer her time and skills to SWAG as her way of giving back her community.
Over the summer, she taught the women some basics of sewing including how to use the sewing machine for small projects like needle cases, scissor cases and Christmas socks. Next was a 10-week dressmaking course with very simple patterns. Once funding is sourced, she wants to get the course accredited so that participants can get qualifications in the future.
The sewing club has been successful so far meeting the objectives of the project of engaging and empowering women and girls. According to Kate, she has observed language development and improvement as well as increased self-esteem among some participants. There was also a marked improvement in community integration particularly through improved rapport, interaction and understanding amongst the different communities.
As a project activity, the sewing club needs to be run on a rolling basis to make it accessible to more participants in the Swale area.
In Kate's own words, "This is the only sewing project in this area. It would be great to have more funding to keep it going for at least the next two more years"

To conclude with the assessment of the relevance of SWAG it has to be said that the project has been remarkably resilient and has gone out of way to attend the COVID-19

immediate needs of the women and girls, making it more relevant than before. Some of the observations below are as follows:

COVID 19

Since March 2020, SWAG services have been restructured to respond to the urgent needs of their service-users. Most of the services are conducted online for one to one advice, training, community outreach, the sewing club, business briefing and job search. While food delivery service is conducted by staff who maintain the social distancing directives. The project has managed to provide services to women and girls who are worried about the impact of COVID 19 on their relationships, education, health and wellbeing that has thrown up a lot of anxiety for those in school worried that their previous performance will be used to assess their final grade. Others have been impacted by their mental health not being able to go out during the lockdown.

SWAG have demonstrated agility and resilience by providing much-needed services for women and girls. They have updated their website including the creation of a new page to address COVID-19. A live chat button has been installed on the DH website for people to contact staff and receive support in real-time. Data on the numbers of people that have received support through the Live Chat is detailed below:

April 27th - May 3rd =47 visits and 3 chats
May 5th – 10th May = 116 visits and chats
May 11th – May 17th = 85 visits and chats

Outcomes in terms of beneficiaries' wellbeing and welfare have been met demonstrating innovation, resilience, and versatility of SWAG leadership team.
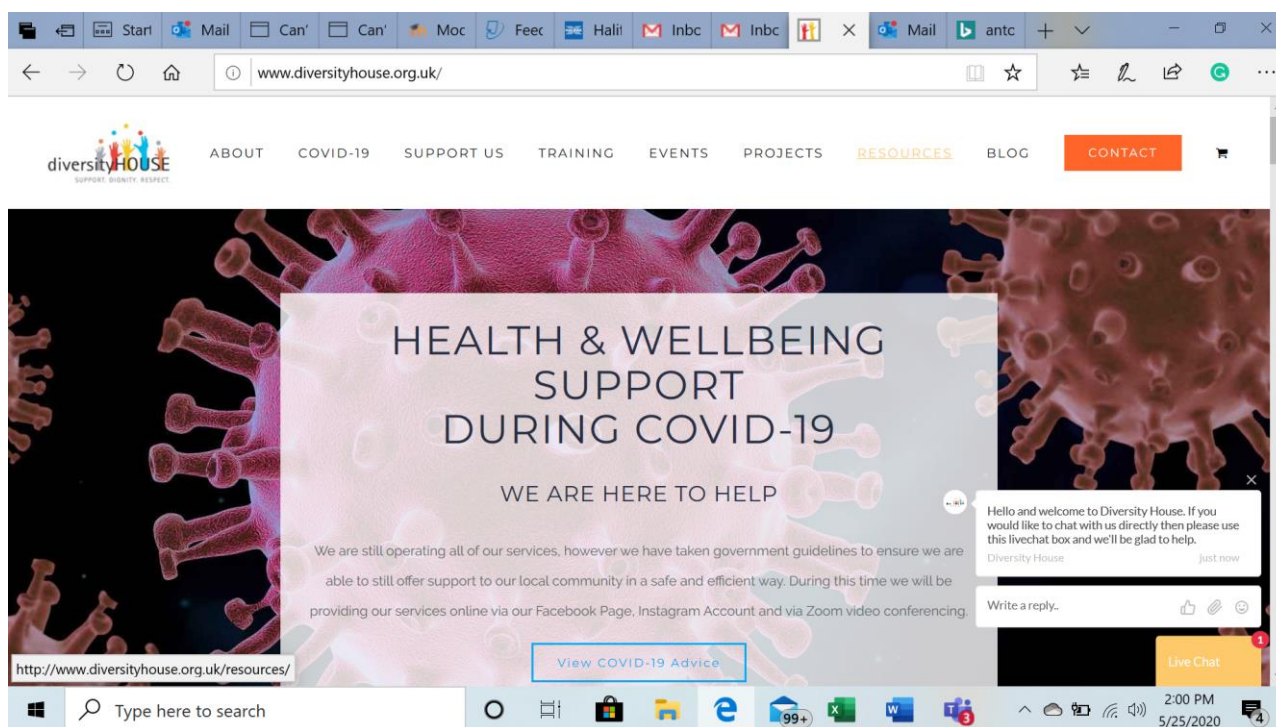
Figure 5. DH Website to Support Women and Girls

Table: Online Services During COVID

Weekly Online Services	Times
On the Sofa	Monday to Friday
Online Outreach	Tuesdays 10-12noon
One to One Online Support/Drop-In	Wednesdays 1-3 pm
Food Donations	Every Saturday

Table: Weekly Online and Remote Services

Online Webinars for SWAG Services Users
Cyber Security
COVID 19: Evil Lurks, Violence Against Women
Healthy Relationships
Living Above COVID 19
Communication
Assertiveness and Service Confidence
Mental Health: Keeping Positive and Staying Strong
Assertiveness and Behaviours

3. EFFICIENCY:

The evaluation criterion of efficiency answers the question: "Were things done right?" The various assessment tools here include quantitative, qualitative and timeliness of results achieved. This includes the aspect of value-for-money, and managerial and staff efficiency. In this context, this part of the report is focused on the assessment of the four outcomes rather than the activities completed (outputs) of SWAG project. The literature on evaluation (Moreno-Leguizamon and Spigner, 2010), recommends outcome and impact evaluation because these two types of results allow the detection of potential change, and long-term sustainability. This evaluation critically examines data that has been captured (Macdonald and Oham, 2016).

Below are the details of activities (outputs) completed by SWAG project. Activities are delivered by experts who co-create outputs with service users and volunteers. Staff have professional qualifications and soft skills that enable them to administer the day to day running of the organisation, for example, the administrator is a university graduate while the project lead has several postgraduate qualifications, volunteers have relevant skills and experience that suits their roles. Their expertise enables them to effectively administer the processes, manage the budget, and attain positive cash flow. From the review of documents, items listed in the budget were spent on time and for stated purposes. Staff salary, entitlement and severances were duly paid on time, there have been no staff grievances recorded. Risk management strategies have been put in place, while policies are updated regularly. Environmental, quality, and financial policies provide a framework for their management activities, while management has responded flexibly to sudden changes such as staff absence and sickness to ensure that women and girls experiences are catered for.

- The data shows that value for money and social return on investment has been exceeded. However, the cost to staff wellbeing and turnover is high e.g. high stress levels. Further, support and funding would ameliorate the sacrifices and pressures on staff working unsociable hours.

- SWAG is in partnership with the local authority and local community groups and businesses. Many businesses have donated to SWAG project initiatives, a business recently donated bicycles for their cycling project while another provided a

venue for SWAG's women's day event. These donations contributed significantly to SWAG's match funding of £671,914.

- Contributions from Big Lottery the funding body arrived on time and the communication between the awardee and the funder has gone on smoothly.

SWAG project was designed and developed based on the growing needs of women and girls, especially those who are vulnerable in the Borough of Swale. The testimonials and outcomes seen in this report demonstrate that project objectives, outputs and outcomes have been efficiently met justifying the need for the project based on the demand for services such as social activities, clubs, affinity groups and training and enterprise.

The data sets demonstrated that the needs were not restricted to women and girls from a particular ethnic minority but all women and girls with common needs, most especially, those who were vulnerable had a greater need to be protected. The project design was fit for purpose to identify and administer to the needs of women and girls.

The SWAG project has demonstrated a degree of flexibility and adaptability to respond to internal changes such as recruitment of staff, redesign of services and development of outreach initiatives that have required imagination and innovation. For example, management had to adapt to the changes in needs of their service users such as visiting the vulnerable and those in need at their homes, supporting staff with needs to adopt flexible approaches to work and developing a database system that enables staff to efficiently retrieve and utilise relevant data.

SWAG project has received a commendation from stakeholders including the Mayor of SBC, the local and national voluntary organisations such as the NCVO and the Continuous Professional Development Office (CPD). SWAG work has been used as a case study in policy development by SBC, demonstrating the quality and expertise of the project leadership. Their work has also been used as a learning activity for Public Health students at the University of Greenwich.

a. Beneficiary case study

Enrique Testimony

I wasn't completely sure about what I was going to do when I first arrived but I knew that my goals were to improve my research ability and to help improve my confidence in a working environment which I hoped I could achieve whilst doing my work placement here.

Initially I was doing office admin such as posting letters to different schools and cutting photos out for photo albums which isn't quite what I had expected. However, this changed and became more interesting when I was given the task to research for the Civic Day boards which were based on Benin and Britain and researching the 4 key themes. These were: government and monarchy, trade and occupation, rituals and tradition and gender roles and empowerment. Initially I was focusing my research on the British side regarding this project and it was very enjoyable as it helped improve one of my goals as it is an area which I find interesting which was much more what I was looking to do. Once my research was complete I then had to go into some more detail for the Benin side which again was very interesting as I didn't know anything about it and probably would never had known if I didn't do this project which was great. All of this research was set to a time limit and had to be arranged on boards.

This task taught me time management and helped improve my organisational skills as there was a lot of research which I had to look after. It has gave me initial experience on working in a stressful environment and under pressure to complete this work. This all helped to improve my confidence as I had one important job to do so there was no time to be nervous and helped improve my ability to work with people and team work which was a goal I wanted to achieve. I also enjoyed putting the work I did for the Civic Day into a learning resources book which helped provide my experience in research which was one of the aims I had before working here.

Overall I enjoyed my time working here with the tasks which I found very enjoyable and what I hoped I would do. Most importantly I achieved the goals I hoped to achieve when coming here with lots of opportunities to improve my research and improve my confidence in the work place through experience and different tasks.

4. EFFECTIVENESS

The effectiveness criterion concerns how far the project results were used or the potential benefits that were realised i.e. whether they achieved the project purpose.

The data showed that the SWAG project had a total of over 10,824 beneficiaries to its activities at major events run by partners e.g. SBC or events run by SWAG. Out of this number over 824 beneficiaries took part in activities of which they agreed and evidenced as achievements for all transformational outcomes. This is reflected in the testimonials of the service users especially on the aspect of psychological and physical and economic empowerment. Service users were able to boost their confidence and start new jobs and businesses (B1,2,3,4,5,6).

The use of Outcomes Star performance system to measure psychological and physical impact was most suitable given that this is a well-accepted and nationally recognised tool that measures 10 areas of a person's life (physical health, emotional wellbeing, education and learning, keeping children and family safe, boundaries and behaviour, physical health and family routine). These indicators are invaluable in measuring improved psychological and physical wellbeing. The results applied to over 1000 service users demonstrate that attendees' wellbeing improved from the first baseline reading to the last.

Other indicators that demonstrate SWAG's effectiveness are employment, volunteering and training outcomes that verified behavioural changes such as value orientation and change of attitude to civic duties and the link to productivity in terms of service user's aspirations and economic developments.

No safeguarding and noncompliance issues were recorded during the project lifecycle. SWAG ensured compliance and safeguarding were top priorities.

1.2 Impact and Sustainability

Social Impact: Applying the theory of change to SWAG

The theory of change enables organisations to map the social impact they produce using visual illustrations to communicate their objectives and the range of activities and change taking place (Macdonald and Oham 2016). SWAG theory of change demonstrates a range of outcomes that have been achieved with the potential to snowball over time.

SWAG ACTIVITY	OUTPUTS	SHORT-TERM OUTCOMES	MEDIUM-TERM OUTCOMES	LONG-TERM OUTCOMES
PSYCHOLOGICAL AND PHYSICAL EMPOWERMENT	1191 Sessions/ Workshops	Community cohesion events	Improved physical and psychological wellbeing Self efficacy Volunteering and Friendships Job creation Improved social capital	• Increased levels of wellbeing through the six ways to wellbeing – be active, keep learning, give, connect, take notice and care for the planet. • Improved feelings of emotional wellbeing • Ability to make decisions about themselves and their dependents
ECONOMIC EMPOWERMENT	1 community café and local meeting point Business start-up training 37 Work placements in businesses and organisations	4 Business Start-Ups After School Club Nursery Volunteering opportunities Facilities for parents	• Increased access to work & business opportunities • The use of new skills to apply for new opportunities in the job market or start a business • Improved financial knowledge and security • Improved community cohesion amongst residents	• Economic empowerment of women through business start-up Improved community cohesion and development • Increased relevance of SWAG in community
SOCIAL EMPOWERMENT	150 ESOL Classes 40 sewing classes/Fixing clothing for children 1 Community hub for sports and wellbeing	Use of community facilities	• Increased access to educational opportunities • Achieving educational and vocational qualifications • Enhanced English communication skills • Improved social skills and competencies • Awareness and increased access to social services • Improved community engagement	• Sustainability of SWAG's social action activities • Increased stakeholder engagement • Increased social cohesion and social capital

Projects

- Information and Guidance

- Meetings

- Drop-in Sessions

- Mentoring and Support

Self-esteem;Self-confidenceCriticalthinking;Conscientization;Knowledge&information;Skills; abilities & competences	**PSYCHOLOGICAL & PHYSICAL EMPOWERMENT**	Choice; Decision-making; Better health & nutrition – well-being; Improve quality of life

- Volunteering
- Employability
- Work placement
- Job Club
- ESOL
- After School Club
- Business Briefings
- Arts and Craft
- Advocacy
- Apprenticeships
- Youth Club
- Workshops and Training
- Walkabout
- Ride a bike
- One to One chat and drop-in sessions
- Sewing classes
- Conversation Club
- Counselling
- Outreach
- Networking and Community engagement

Social Return on Investment (SROI)

SROI demonstrates the effectiveness of the services to stakeholders by calculating and quantifying social benefits that may have been overlooked, and to identify ways it could improve its services further (MacDonald and Oham 2016).

The cost and impact of domestic violence and abuse to women and girls cannot be fully measured but the cost to the economy based on Sylvia Walby's report, cost UK almost £16 billion annually in lost economic output and the cost to health, housing, social services, etc is estimated at £3.9 billion annually (VAWG Strategy, 2016).

Two London charities supporting vulnerable women and girls to overcome barriers to social exclusion, domestic abuse and gain employment were benchmarked. Just Homes charges £37 a day and Praxis charges £53 a day this makes an average of £45 a day and £16424 a year per woman/girl. If we multiplied this figure by SWAG's 824 women and girls

who achieved the four outcomes, it would amount to one million three hundred and fifty-three thousand two hundred (£ 13534.200) compared to SWAGS £ 347,105 grant demonstrating value for money.

Cost-Benefit Analysis

Beneficiaries 10,824

Beneficiaries achieving 4 Outcomes-824

Number of sessions 1191

Hours of Volunteer Work 36,085:40

Number of volunteers 703

Organizations that donated to SWAG
Swale Borough Council, Swallows Leisure Centre, Sparshatt Trucks and Vans, Milton Holy Trinity Church, Kemsley Paper Mills, Avenues of Remembrance Theatres, SFM Radio

Year	Match Funding	Grant	Total Project Cost
1,2& 3	£671,914	£347,105	£1019019

Cost Based on Outcomes Agreed		Cost Realised on Achieved Outcome		Benefit Realised on Achieved Outcome		Savings
No of Outcomes	Cost per Outcome	No of Beneficiaries	Cost per Beneficiaries	Total Number of Participants	Total £	
4370	79.42	10,826	31.18	10,826	1019019	£671,914

No of Beneficiaries	Women and Girl Complete Beneficiary Outcomes	No of Sessions	Number of Volunteers	Girls 6 -16 years	Total Project Cost	Total Savings
10,826	824	1191	703	563	£1019019	£671,914

*Cost based on target agreed reflects the number of outcomes agreed

**cost realised on achieved outcomes reflects number of beneficiaries realised and the change in cost based on funding

***Benefit achieved outcome reflects the true cost of the achieved outcome per beneficiary

**** Savings reflects the amount of the savings SWAG has saved which is £671,914

***** Match funding is the calculation of the value of all in-kind goods and services/ time donated to SWAG project

We calculate SROI as follows

$$\frac{\text{Social Impact Value (SIV) £1019019} - \text{Initial Investment Amount (IIA) £ 347,105}}{\text{IIA £ 347,105}} \times 100\%$$

$$= 2.935$$

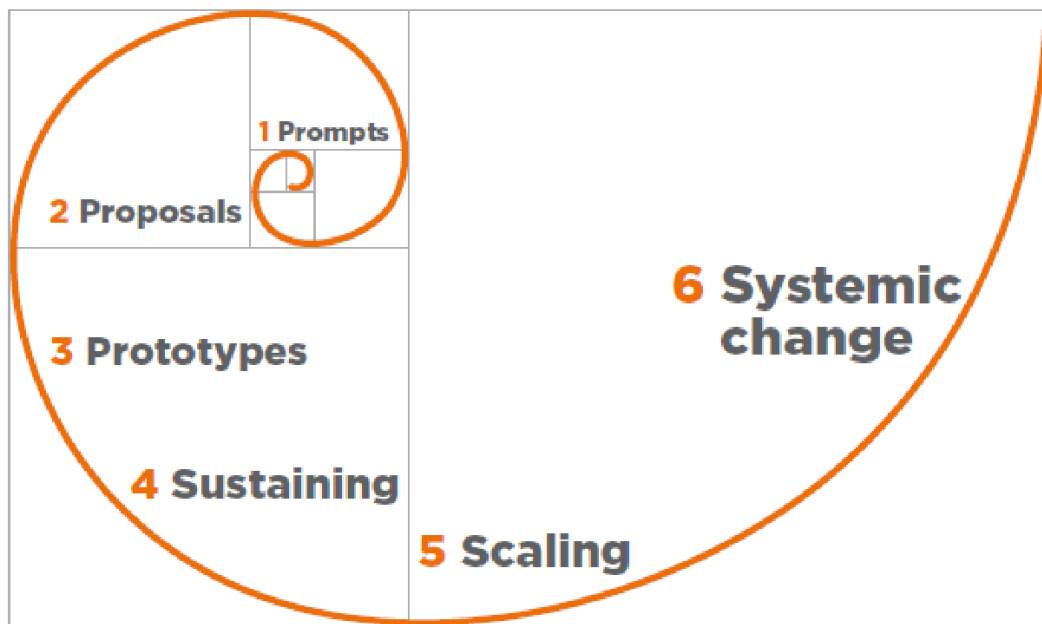Social Return on Investment for SWAG project is £3: £1

Figure 3. The process and stages of innovation (Murray, R., Caulier-Grice, J. & Mulgan, G. 2010)

SWAG project has been at the prototype phase running services for women and girls, testing, and measuring prevention and intervention. With further funding and support, SWAG should be able to consolidate itself in the sustaining phase by streamlining its services and focusing on strategic and critical areas of women and girl development. SWAG can transition into the sustaining phase aiming to scale into a national organisation. Gaining core funding should put SWAG in a sustainable position. This means that the project will be able to operate efficiently and effectively delivering vital services to women and girls. A lack of funding would bring about SWAGs closure that would have a negative impact on women and girl empowerment gains in Swale. It would also exacerbate a slide into vulnerability of SWAG women and girls' beneficiaries.

5. LESSONS LEARNT & RECOMMENDATIONS FOR SUSTAINABILITY

1. Funding Required:

Based on the evidence, there is acute need by women and girls, SWAG should be funded to continue supporting women and girls, this will facilitate its scaling up to strategically function as an exemplar on women and girls and vulnerable women and girls segment, a critical group SWAG engaged with. Further funding would enable the organisation to effect systemic change that would positively impact the lives of women and girls in the UK.

Urgent funding is required to consolidate the successes gained and to navigate the current COVID-19 situation that may cancel out the successes. Funding will also ensure that vulnerable women and girls do not slide back into vulnerability while new cases are addressed swiftly.

2. A need to Streamline Services

SWAG should streamline its activities to focus on its core objectives and USP's of empowering women and girls by transitioning into a capacity-building organisation for women and girl champions ("Peer for Peer" and organisations in the UK. Engaging in research, project development, and knowledge transfer to effect systemic change in the women empowerment sector will enhance social impact and the furtherance of SWAGs objectives. Streamlining can be achieved by restructuring its operations, repositioning, investing resources in disseminating SWAG's action research findings and practitioner-led initiatives that have been successful.

To enhance sustainability and greater impact on beneficiaries' fewer activities should be delivered such that interventions are focused on critical services that manifest SWAGs core competencies and areas where other organisations or SBC are unable to deliver due to a lack of capacity.

The SWAG project team have demonstrated leadership and a high capacity to deliver women and girl initiatives. This is an ideal position to function as a knowledge exchange and transfer organisation that catalyses women and girl initiatives in diverse and deprived communities.

b. **Social Enterprise Opportunity:**

SWAG should exploit opportunities such as its CPD training provider status by selling or getting commissioned to provide a range of training services it delivers from diversity training, cultural competency and women and girl empowerment. This will serve as its social enterprise model for income generation, employing women and improving their potentials.

3. A need for Realism:

There is a need to continue projects and activities that have supported vulnerable women and girls given that evidence suggests the demand was high (39% of beneficiaries). Thanet and Shepway, two neighbouring boroughs are in dire need of women and girl intervention, this presents an opportunity for SWAG and funders seeking social impact.

SWAG project needs both change management and strategic management objectives to sustain the project and consolidate on the gains achieved in supporting women and girls that is essential to gender development.

4. Rise to COVID 19 Challenge:

Due to the impact of COVID-19, disruptions have occurred in the sector, and needs have become critical, the organisation would have to be realistic in terms of its resource-based strategy and how it may be able to consolidate itself in the sustaining phase. Urgent discussions are needed with Big Lottery to prevent an erosion of achievements.

5. Developing a Gamekeeping HR and Women Development Strategy:

A critical challenge is the human resource inputs that SWAG has been unable to address, this has overstretched staff. A gamekeeping HR strategy where trainees are developed through apprenticeships, work-based learning, and internships in the organisation may be one way forward. Exploring degree apprenticeship could be an opportunity.

6. Strengthening its Campaigning Activity:

SWAG should act as a campaigner organisation for women and girls in Swale and Kent ensuring that the respective agencies carry out their responsibilities by holding them to account on behalf of women and girls e.g. ensuring that government provides adequate social services to women and girls. This will prevent the

stretching of finite resources including staff and volunteers. It will also improve beneficiaries' access to services.

7. **Emerging Vulnerable Women and Girl Segment:**

The data demonstrated that there was a high demand for services by a segment of women and girls- vulnerable women and girls. This presents new opportunities and challenges for continuing SWAG project. SWAG requires change management interventions to respond in a holistic way, for example, providing advocacy, counselling, therapy, and psychotherapy services. On a broader level, the data has regional and national implications in terms of the needs for women and girl services. SWAG may want to develop and position itself as a national organisation which would justify streamlining of its offerings and services.

8. **Managing the Growing Needs:**

Evidence shows that SWAG needs to reach a wider audience of women and girls due to the relevance of their work as the issues affecting women and girls (domestic violence, sexual abuse, trafficked women and girls, and gender bias) are global. With the advent of Artificial Intelligence (AI) and social media technology, there is scope for SWAG to have a global presence online and engage in strategic interventions. By focusing on its core strengths, SWAG can create systemic change on a regional, national, and global level.

SWAG's links with UN Global women compact should be leveraged enabling it to have a wider impact and broader change.

9. **Scope for SWAG to evolve into a regional or national project:**

Data below compares the local needs with the South East and Great Britain, according to Nomis (2019) (official labour market statistics), Swale has the lowest in terms of education and training qualifications, employment opportunities and high level of employment benefit claimants in the south east and nationally. It will also be pertinent to note that women and girls are more disadvantaged than men. This means that there is a greater need for SWAGs to continue with its services that cater for a holistic empowerment needs of women and girls'.

Data sets: Showing levels of Qualifications

	SWALE (LEVEL)	SWALE (%)	SOUTH EAST (%)	GREAT BRITAIN (%)
NVQ4 and above	21,400	24.7	43.4	40.3
NVQ3 and above	36,700	42.5	62.1	58.5
NVQ2 and above	54,600	63.2	79.1	75.6
NVQ1 and above	69,200	80.0	88.8	85.6
Other qualifications	8,700	10.1	5.4	6.7
No qualifications	8,600	9.9	5.8	7.7

Source: ONS annual population survey

Swale Population

	Swale (numbers)	Swale (%)	South East (%)	Great Britain (%)
All people	3,310	3.7	2.2	3.1
Males	1,810	4.0	2.5	3.6
Females	1,500	3.3	1.8	2.5

Source: ONS Claimant count by sex and age

Note: % is the number of claimants as a proportion of resident population of area aged 16-64 and gender

Claimants

	Swale (numbers)	Swale (%)	South East (%)	Great Britain (%)
Total claimants	11,670	13.2	8.3	11.0

By statistical group

Job seekers	1,260	1.4	0.7	1.1
ESA and incapacity benefits	5,450	6.2	4.4	6.1
Lone parents	1,300	1.5	0.8	1.0
Carers	2,190	2.5	1.3	1.7
Others on income related benefits	210	0.2	0.1	0.2
Disabled	1,100	1.2	0.8	0.8
Bereaved	170	0.2	0.2	0.2
Main out-of-work benefits†	8,210	9.3	6.1	8.4

Source: DWP benefit claimants - working age client group

	Swale (headcount)	Swale (%)	South East (%)	Great Britain (%)
Total civil service jobs	1,140	-	-	-
Full-time	1,000	87.7	77.4	76.9
Part-time	150	13.2	22.6	23.1
Male	670	58.8	49.8	45.7
Full-time	630	55.3	44.6	41.5
Part-time	40	3.5	5.2	4.2
Female	480	42.1	50.2	54.3
Full-time	370	32.5	32.8	35.4
Part-time	110	9.6	17.4	18.9

Source: ONS Annual Civil Service Employment Survey

Note: Percentages based on % of Total Civil Service Jobs made up of each category

Self-esteem;Self-confidenceCriticalthinking;Conscientization;Knowledge&information;Skills; abilities & competences	PSYCHOLOGICAL & PHYSICAL EMPOWERMENT	Choice; Decision-making; Better health & nutrition – well-being; Improve quality of life

The data above demonstrates that there is the need for SWAG to replicate its services in the southeast region given that women and girls as of 2019 continue to be disadvantaged in all indices of economic activity. SWAG should continue to engage on a strategic level with policymakers in SBC to ensure that this trend is reversed. The SWAG Project demonstrates value for money in terms of its social return on investment, this means that SWAG would be able to deliver the project efficiently at a lower cost.

6. GENERAL CONCLUSION

SWAG project was measured in four areas, namely, project relevance, efficiency effectiveness and social impact; all the indicators proved that the initiative provided social impact for beneficiaries on four outcome levels. The data shows that the project has been amazingly effective in meeting the needs of women and girls in Swale, reaching over 10826 beneficiaries and 824 beneficiaries who achieved all four of the agreed outcomes.

Based on the evidence, SWAG is a much-needed initiative aiding women and girls' empowerment by addressing an intersectionality of factors. The demand for the project has proven that it is needed amongst stakeholders such as services users, local authority, carers, funders, and civil society. Funding should be continued to stop the downward reverse into vulnerability in these uncertain times.

SWAG is run efficiently because of staff and volunteer's competence, capability, and capacity in delivering a range of services for women and girls. Social impact is being achieved as the organisation innovates and responds to changes in the community.

In our evaluation, this is a project that the Community Fund should showcase as an excellent case of success.

7. RERENCES

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8. ANNEXES

SWAG Key Activities

DESCRIPTION OF ACTIVITIES

General Information enquiry & Drop-in

Meetings

Mentoring and Support

Volunteering

Employability sessions

Work placement

Job Club

ESOL Classes

Conversation Club

After school Club

Homework Club

Business briefings

Workshops and training -Personal development

Counselling

Sewing club

Walking & Exercise Club – wellbeing

Networking & community engagement

Youth club

Arts and crafts - wellbeing

Advocacy

Picture 1: SWAG Reach in the UK

| Self-esteem;Self-confidenceCriticalthinking;Conscientization;Knowledge&information;Skills; abilities & competences | PSYCHOLOGICAL & PHYSICAL EMPOWERMENT | Choice; Decision-making; Better health & nutrition – well-being; Improve quality of life |

SUPPORTING WOMEN AND GIRLS REACH & MEMBERS

St Andrews, Scotland

Colchester

Nottinghamshire

London

Maidstone

Swale

West Kent & Ashford

Evaluation of Sewing Workshop

Diversity House ran a six-week sewing workshop through the Supporting women and Girls project (SWAG) to help women improve their necessary skills which can, in turn, save them money through being able to fix and upscale their clothes. Indirectly, the workshops will enable women to meet new people and build networks with other attendees. Each attendee had their sewing machine which was made possible by a local seamstress who loaned us five machines, along with another two machines donated to Diversity House from residents. The sewing workshop was promoted and advertised via diversity House website, our mailing list, social media platforms (Twitter and Facebook) we also used Eventbrite. The number of people who signed up for the course was ten people.

Figure 7. 1   **Figure 7. 2**

100% of participants who attended the course were women; there was a diverse mix of attendees with over

highlighted in *figure 2,* 80% of participants had previously used a sewing machine. However, over 50% said their ability to follow a pattern and identify tools on a sewing machine was neutral. By the end of the course, they had increased their ability to carry out and identify tools and follow patterns.

The workshop host established attendee's level of understanding. In the initial sessions, she went over explaining all the aspects of the machine, and they were following sessions would involve them recapping what they had learnt in the previous sessions and putting them into practice. At the end of the class, they had made a reusable shopping bag.

The workshop was hosted by a volunteer who had over 15 years' experience within fashion and design. The workshop Host received excellent feedback from attendees and viewed the quality of the course to a high standard.

At the beginning of the course, there were seven participants; however, at the end of the course there were three of original attendees stayed the duration of the course, with one additional person joining later. On the future course, there should be a £5 place deposit which is paid at the first session and refunded to them at the end of the course. This may reduce the number of people who start the course and do complete the course.

Below are testimonials from some of the attendees of the course:

"I enjoy the course. The Tutor is so amazing. She taught us everything, so patient and helpful. I would like to learn more. I am really happy, I made a shopping bag. I would like to make clothes for myself, family and friends. I like to join again". Jian

"I could not use a sewing machine, now I can, sewing everything. The teacher was teaching everything step by step" - Natavan

"I am now very confident to mend my clothes, and she created her blouse" - Rashmi

During the workshop sessions, we used social media to promote the workshop and to create more awareness.

The overall feedback from the participants highlighted that they wanted to extend the workshop, and we are hosting another set of workshops, in September for eight weeks

9. TERMS OF REFERENCE (TOR)

Our brief was to address the following thematic probes:

● What are the main results achieved (outputs, outcomes, and impacts) in the project life?

● Is the project likely to lead to long term sustainability including funding?

● Is the conceptual framework for empowerment adopted by SWAG adequate, and did it lead to the participation of women and girls in the project?

● Has the project been implemented effectively and adding value for money?

● Has the potential impact led to any community benefit?

● Can the project be replicated elsewhere?

10. PROFILE OF CONSULTANTS

Charles Oham lectures, consults, researches and practices social entrepreneurship in the United Kingdom and the developing world. He is a Senior Lecturer in Social Enterprise and the MBA Social Enterprise sector lead at the University of Greenwich. He has held previous lecturing positions at the University of East London and the Open University. Charles has also worked in the third and public sector in roles covering supported employment, business advice and development. He is passionate about tackling disadvantage using social entrepreneurial and social innovation models.

Hannatu Sulley is a Visiting Lecturer at the University of Greenwich with Public Health and Nutrition background. She has experience in delivering community heath projects.

Carlos J. Moreno-Leguizamon (PhD) has a social sciences background –medical anthropology and health communication- and has worked in Colombia, the USA, India, Ghana, Tanzania, Kenya and the UK. Professionally he combines two key areas of experience: on the one hand, programme design, implementation and evaluation of health, cultural and environmental projects from the grass-roots level to the macro institutional level and, on the other, teaching and researching of health, culture and medical systems.

Amanda Amorim Rodrigues Adeboye is an Associate Professor of Public Health in the School of Human Sciences, University of Greenwich. She has been involved in several community health and nutrition projects and research initiatives in Brazil, Denmark, England and Sweden.