



# Centre for Women & Girls Innovation & Empowerment (CWGIE)

Project ID 20172948

## Year One Progress Report

Christine Locke

November 11, 2023



## Foreword

I am writing as the Chief Officer of the primary umbrella organisation that supports the voluntary and community sector in Swale. I am delighted to endorse the work of Diversity House and the project CWGIE (Centre for Women and Girls' Innovation and Empowerment). The CWGIE project in Swale borough is well known throughout the sector for the excellent work carried out by both staff and volunteers.

My organisation, Swale Community and Voluntary Services (Swale CVS), are housed in Central House, Central Avenue, along with many other voluntary groups. Help the Aged is also part of this Hub, and I have seen first-hand the staff and volunteers working on an art project as just one small part of the CWGIE project, and the art produced working with the older clients has been truly outstanding. I have spoken to many of the older clients, and they look forward to the art sessions and the company of the project workers and volunteers.

I hold both Diversity House and its staff and volunteers in the highest regard and have no hesitation in endorsing their work. I am unaware of a more capable organisation and project locally undertaking equality and Diversity, specifically women's and girls' rights.

.....  
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# Executive Summary

Centre for Women and Girls' Innovation and Empowerment (CWGIE) is a gender-specific program using an intersectional lens to explore the salient factors impeding women and girls' advancement in Swale. The program aims to empower women and girls (but not exclude men) to excel in four core domains of 'social, psychological, physiological, economic and community empowerment. The program acknowledges that women and girls are not homogenous in their ability to participate in community activities and life experiences. Treating women and girls as unitary or uniform entities often leads to a one-size-fits-all approach, meaning that many women and girls are often not seen or heard. Factors such as race, faith, ethnicity, age, disability, sexuality, location, employment, marital, immigration status and other social categorisations can combine with gender to create distinct and particularly troubling experiences of discrimination and inequality for women and girls ([www.fawcettsociety.org.uk](http://www.fawcettsociety.org.uk)) – this intersectionality is still largely being overlooked. Consequently, crucial insight into the different experiences of women and girls (including men's roles) in empowerment programs is often lost. Because gender is not the only factor that puts women and girls at a disadvantage or subordination, the CWGIE project team, in planning and implementing this program, used the intersectionality approach (See Appendix 1 for our intersectional framework). "Intersectionality is the multiple and simultaneous identities of women in terms of race, ethnicity/class, gender and other forms of hierarchy and difference, including social locations of women and girls within households" ([www.ifpri.org](http://www.ifpri.org)). The project team is using the opportunity provided by the CWGIE project to collect data on the different social categories to understand the experiences of women and girls (not excluding men) using the program. Collecting this data is a step in the right direction. However, we need additional data that allows for comparisons between different groups of women and girls. This could achieve better linkages between datasets, data sharing between public services and NGOs and adequate funding. Therefore, in this reporting year, the project team will report on its activities and share data collected using the intersectionality approach. The demographic data will help in understanding how gender and other social categories worked in disempowering or empowering women and girls in this reporting year and how the project's proffered interventions to address the pinpointed disempowering factors.

The project in this reporting year of its progress (October 31, 2022, to November 11, 2023, carried out over 567 activity sessions with 6761:30 people's delivery hours spent. These project sessions and activities benefited 462 people from different backgrounds, as the ethnic monitoring data will demonstrate later in this report. Also, three thousand four hundred seventy-three (3,473) repeated attendances or engagements in the project activities. Diversity House (CWGIE project team) monitored and evaluated the project in this first reporting year. The beneficiaries efficiently utilised the project and Diversity House (DH) resources, including DH contacts and previous relations with key community collaborators. "The relative value for money was deemed satisfactory as

previously conducted women project" (<http://www.diversityhouse.org.uk/wp-content/uploads/2019/03/SWEW-END-REPORT-2015version2.pdf>).

"Quantitative goals were surpassed, as indicated later in the outcomes table. Qualitative goals were achieved by a comprehensive approach to women's and girls' empowerment. CWGIE addressed women's and girls' individual and collective empowerment as a process and an outcome, considering its social, health and well-being, economic, and community dimensions as illustrated by the project's conceptual framework. Literature research and consulting women and girls' voices "were central elements for the project as previously implemented SWEW and SWAG projects" (<http://www.diversityhouse.org.uk/wp-content/uploads/2019/03/SWEW-END-REPORT-2015version2.pdf>); <https://www.diversityhouse.org.uk/portfolio-items/supporting-women-girls/>. These illustrated the complexity of the empowerment process and implementing the intersectional approach to address the dynamics that can shape women and girls' vulnerability and resilience. The critical finding among women and girls from Swale involved in the project in this reporting year was to voice, define, and target psychological, economic, and participation in community action to enhance their autonomy and agency. It was also necessary for the male participants to understand how gendered roles and patriarchal norms affect the empowerment of women and girls. It is envisaged that this knowledge would inspire the program's male participants to turn into allies for empowerment on the project site. The project embraced this finding in the year under review, implementing activities to respond to the beneficiaries' expressed needs, interests, and expectations.

Furthermore, CWGIE enabled DH to position itself as a crucial stakeholder whose capacity-building and network activities substantially contribute to women's, girls, and community empowerment and prosperity. DH-paid staff and volunteers were also empowered by acquiring management skills and sharing experiences with their peers.

## **Key Findings and Lessons Learnt**

This reporting year, evidence gathered by the CWGIE project team from Swale Local authority indicates that the current regeneration projects in Swale - 'The Faversham Recreation Ground', 'Sittingbourne Town Centre Regeneration', and 'Sheerness Revival' would significantly change the landscape of the district, prompting the influx of more people in the area and creating new jobs and other opportunities which women and girls could tap into for their advancement. On the other hand, the costs of the living crisis continue to impact negatively on primarily women and girls who are the gatekeepers of their families and communities. All these factors would work together to determine to what extent women and girls in the project site would readily embrace the project and the degree to which their lives would be affected by the intervention offered by the project.

Since the project proposal and subsequent application for funding to the TNLCF -Reaching Communities, Swale's population has significantly increased and stands at 152,2237, according to mid-2021 population figures published by the ONS. Based on recent growth rates, it is estimated that the current 2023 population of Swale will be

155,000. This population surge has significantly increased the need for the interventions offered by the CWGIE program.

As evidenced by the Ambitions for Swale's Sustainable Community Strategy 2009-2026, there is a lack of skills within the district, meaning that those unemployed and in need of jobs in Swale may not benefit from the recent developments in Swale with the Government's levelling up and shared prosperities investment, particularly in places like the Isle of Sheppey due to lack of skills. Therefore, in the coming months, the project team will work proactively to build the capacity and confidence of women and girls, getting them ready for these job openings.

Economic dependency continues to be an issue for most people in Swale, and women and girls are disproportionately affected. Since COVID-19, the percentage of the working-age population has decreased from 56.6% to 55.7%. The decrease in economic activities has led to a significant surge in those reaching out to us for support. Also, the project team learnt that female benefits claimants are higher in Swale than in other parts of the UK - Swale = 1,325 (3.3%); South-East = 2.5%; and Great Britain = 3.2% (Nomis 2023); therefore, activities in the coming months will be geared towards tackling the underlining causes of benefits culture.

While there have been improvements in teenage conception rates in Swale, teenage (under 18 years) conception rates remain above the Kent average. The high prevalence of underage/adolescent conception rates is an indicator of deprivation and health inequalities. The project team have identified some risk factors for teenage pregnancy, and these are – being a looked-after child, having a minority background, being a child of a teenage parent, and living in a deprived area. In this reporting period, the project team has been working with the Kent and Medway NHS Population Health and Health Inequalities Steering Groups to address the broader determinants of health inequalities and the underlying causes of teenage pregnancy to empower our young girls and give them a brighter future. Opportunities to build the emotional resilience of young girls and women have been created. Some activities delivered this reporting year to improve the beneficiaries' well-being include motivation, aspirations, health literacy (including family health, healthy lifestyle, mental health, and sexual health education through the well-being hub), cycling, Yoga, and Armchair Yoga exercises. Also, these interventions will run throughout the project's life, ensuring that women's and particularly young girls' emotional, physical, educational, and economic well-being, including that of young parents, are improved and maintained.

Gender-assigned roles caused by patriarchal norms of making women the primary caregivers add more stress on women and girls' abilities to juggle paid employment, skills acquisition (formal and informal), and home life. Reports gained in four consecutive consultations with women in the area highlighted that one of the critical barriers for women in developing skills or progressing into employment, business or education is the cost of childcare and transport. We have found that providing sessions that fit around the lifestyle of women with children and offering child-friendly spaces where children can play whilst their mothers attend training has dramatically helped with retention and the likelihood of accessing services. Therefore, in the project's second year, the project team will redouble their efforts to provide more creche places for women with children, encouraging them to participate in the project activities.

To tackle the lack of skills, our project works with diverse women to create a pool of local job-ready candidates, particularly for women and ethnic minorities. We are delivering intensive job readiness workshops for women and girls (not excluding men), including employability, soft skills, individual support and guidance, life and social skills, digital inclusion, and cybersecurity skills, enabling them to gain self-esteem, confidence and skills to progress into paid employment or entrepreneurship.

Other lessons from the first-year implementation of the project are:

- a. Many girls in secondary schools are opposed to STEM subjects and need guidance and motivation to enable them to select these subjects in their GCSE.
- b. There is a need to support young girls with career options. This support should be formal and informal, that is, input from parents, organisations, and projects such as CWGIE and through the school. This need came to light through the CWGIE team's involvement in schools (e.g., Westlands Secondary School and the Sittingbourne School) through their career option week. It was identified that many young girls in 6<sup>th</sup> form did not have a clue of what they wanted to do after school (either in university or vocational studies), and to fill the knowledge gap, the project team is working with EBP Kent – Education Business Partnership to create opportunities for girls to spend time on work experiences/placements, and internships.
- c. Empowerment is a vast concept that should be bottom-up rather than top-down. Interventions or effective enablement programs must come from women and girls themselves. However, planned interventions that lead to funded projects come from the organisations. As a result, project beneficiaries may decide not to engage with intervention and instead express a need for a different one.
- d. The project team learned that in terms of engagement, the recent pandemic critically impacted people's behaviours and attitudes. There is a high increase in the perspective on how they access and engage with services. Most people who would benefit from the interventions the project offers now have the attitude of entitlements without obligations. They dip in and out of the project's activities, and the community navigators had to work harder than ever to encourage the project beneficiaries to maintain and sustain their activities' uptake and participation. It has been identified that the beneficiaries from the Isle of Sheppey maintain their culture of sparingly visiting the mainland Sittingbourne or engaging in activities in the location. Meanwhile, those from Sittingbourne use the project activities like a firefighting strategy, that is, the dip in and out of services when they have problems rather than proactive participation, negatively impacting their transformation. Women and girls from the Isle of Sheppey and Faversham have better involvement and a higher participation rate in the project's activities when they engage in such activities.
- e. We have learned that only twelve (12) beneficiaries came from Faversham this reporting year. Therefore, in the coming year, the project team will conduct more outreach activities in Faversham to increase the percentage of women and girls participating.
- f. The management of CWGIE learned that due to the nature of the interventions being proffered, which are time-consuming and need very skilled staff, there

have been difficulties in recruiting suitable staff. Recruited and trained staff and volunteers had to work innovatively rather than prescriptively.

## Key Priorities Today

What are the key areas to focus efforts on to achieve women's and girls' empowerment over the coming year? The quantitative and qualitative data (surveys, case studies, and interviews) for this monitoring and evaluation report yielded various responses. Still, six issues and one overarching approach – intersectional analysis – emerged consistently. Addressing any issue, informants (women and girls and partner agencies) were clear that applying the intersectional lens is essential. The six current priority issues to ensure progress and social transformation of women and girls are:

1. Relational issues resulting in violence against women and girls.
2. Poverty and economic insecurity – education as a way out of poverty and financial dependency
3. Psychological and physiological well-being.
4. Advocacy
5. Addressing gendered norms
6. Homelessness and its aftermaths

1. Relational issues are core to women and girls' disempowerment. Women and girls are not isolated individuals but embedded in social relationships, particularly in a collectivist society like ours. Most research and frontline interventions sometimes overlook the impact of social relationships on women and girls. However, violence against women and girls is a reality and must be addressed in any progressive society. In recent times, there has been a rise in violence against women and girls in the district. The change in the demography of the area with inward migration from London has seen a surge in crime, including knifing and intimate partner and other domestic violence. The grooming of young girls to distribute drugs, including weeds and cocaine, by drug dealers from inner London is a thing of concern. Also, cyber violence targeting young girls is something that the project team will have to address in the coming year. The project team has already started working with Kent Police County Lines and linking to Kent and Medway Gang Strategy 2018 – 2021 to address and end criminal exploitation of vulnerable children and adults by gangs, particularly women and girls.
2. Psychological and physiological well-being - Unlike other forms of violence, harassment, humiliation, intimidation, and threats online occur 24 hours a day, regardless of whether the targeted person is present. The vulnerability of young girls/women to online violence is something that the CWGIE project has identified in recent months. The project team's findings confirm the warning by Amnesty International UK on November 20 2017 that "more than a quarter of UK women experiencing online abuse and harassment ..." (<https://www.amnesty.org.uk/press-releases/more-quarter-uk-women-experiencing->

[online-abuse-harassment—receive-threats/](#)). The aftermath of this online abuse and harassment are self-hatred, self-harming, stress, anxiety, and other psychological issues.

3. Poverty and Economic Security – employment equity and the wage gap are some of the acute problems confronting women and girls in the district. The project team is aware that to overcome this problem, they will continue delivering capacity-building activities. Young girls must be motivated to see the importance of further education (university or vocational studies through apprenticeship). The project lead is working with other partners to lobby and campaign for companies and local employers to be held accountable for the gender wage gap.
4. Advocacy - in all its forms, advocacy seeks to ensure that people, particularly women and girls who are most vulnerable in society, can have their voices heard on issues that are important to them, defend and safeguard their rights, and have their views and wishes genuinely considered when decisions are being made about their lives. Advocacy supports and enables people to express their opinions and concerns, access information and services, defend and promote their rights and responsibilities and explore choices and options. The CWGIE team is doing more and more advocacy work on behalf of women and girls in Swale. The recent influx of minority communities into the district meant that organisations that were skilled in dealing with only mainstream issues are now expected to deal with cultures that are dissimilar to theirs. Working across cultures is an issue of concern with local schools and families in the district. The CWGIE team must support mothers and young girls in dealing with problems that are putting them increasingly at a disadvantage. There has been a rise in the teams' advocacy work in schools to ensure that many young girls are not excluded from education due to poor behaviours and attendance.

## Recommendations

The following recommendations are derived from the lessons learnt and noted critical priorities for today. In the coming months, it is recommended that the CWGIE project team should:

1. Increase the workforce of the CWGIE project to ensure that findings and gaps identified in this reporting year will be tackled effectively and efficiently.
2. Institute more capacity-building activities to equip women and girls (not excluding men) with the vital skills needed to take up the eminent job openings in the district.
3. Continue strengthening links and partnerships with local authorities, agencies, and businesses, particularly in creating apprenticeships, work experience, employment, and housing opportunities.
4. Continue to work with local secondary schools through the STEM Ambassador program to motivate young girls to take up science, technology, engineering, and maths subjects.

5. Ensure that childcare and child-friendly spaces are included in every planned workshop/training and event, enabling women with children to participate in the project.
6. The project team should continue to ensure that older women and those with disabilities are not invisible. Still, they should collaborate with organisations such as AgeUK, Dementia Friends, Swale CVS, and MS Association to improve the health and well-being of this beneficiary group.

## **Contribution to practice**

Despite the project's early stages, its effects are felt and seen throughout the district. The National Lottery Community Fund's three-year contribution of £456,032.00 has already had the following knock-on impacts.

- The establishment of the Centre for Women and Girls' Innovation and Empowerment (CWGIE) in Sittingbourne (a safe space for women and girls) - <https://www.diversityhouse.org.uk/portfolio-items/centre-women-girls-innovation-empowerment/>.
- Increased participation in community local action, ensuring that the number of women participating in politics and local councillors rose from eight to fourteen in the last election.
- "The appointment of the Mayor of Swale, Cllr. Mrs Sarah Stephen, to the position of the Ambassador for Women and Girls and
- Several male council members participate as "men allies" for women's and girls' empowerment in Swale.
- The surge in consciousness awakening to local political actions by women in the area led to the number of women who campaigned and were elected as local councillors in Swale.

<https://www.diversityhouse.org.uk/portfolio-items/centre-women-girls-innovation-empowerment/>

## 1. Antecedents – Project Background

CWGIE evolved from our previous empowerment projects and intends to intensify a whole system approach of prevention and intervention to bridge the vast gulf created by the global pandemic and years of gender inequality and oppression in our spheres of operation. CWGIE will add to the activities of the two previously National Lottery-funded projects - The Supporting Women and Girls (SWAG) project and the "Swale Women Empowering Women" (SWEW) project. It aims to continue offering in-house support to many who benefitted from the past programs and recruit new beneficiaries, including men as project partners.

### 1.1. The Rationale and Objectives of the project

The rationale and objectives of the project were derived from evidence. Anecdotal reports (including Ambitions for Swale, Swale CCG, Nomis 2015, Diversity House needs assessment for the SWAG project, the Hansard Report, among others) revealed that Swale women are disadvantaged and marginalised despite accounting for over 51% of the total population of the district. Compounding the inequality, subordination, and deprivation of the women in Swale are the following underlining factors:

- a. The decline of traditional local employers such as the Kemsley Paper Mill, Cement Works, assembly-type jobs, agriculture, and the hospitality industry (pub houses) has led to the loss of employment. These were areas where women worked, but the demise of these industries has left little or no opportunities for employment for most of the diverse women in Swale.
- b. The start of the countrywide economic recession in 2010 led to many women and their spouses being made redundant, increasing the financial instability of most of the diverse women in Swale and further adding to the vast gap in economic activity between genders in Swale, which is 83.3% for men and 63.7% for women.
- c. Health inequality is significantly high in Swale. Women live longer than men, but they live with many psychological and physical health issues. The combination of these inequalities affects Swale's women in the following areas: self-esteem, confidence, aspiration, and others.
- d. A combination of trends, such as physical isolation, pockets of deprivations, inward migration of older people, and onward migration of young people, characterises Swale's position as a coastal town. Other factors include high levels of transience, frequent dependency on a single industry, low-wage, low-skill economies, and seasonal employment, which contribute to the socio-economic and health inequalities of the local population and particularly that of the diverse women in the district (The House of Commons Communities Local Government Committee 2007; BBC News, September 4, 2017). The demise of Swale maritime, tourism, and traditional seaside resorts has affected its economy and especially that of women who were formally matriarchs of the "bucket and spade" holiday market in places like Queenborough, Sheerness, Leysdown, Minster and other parts of Swale district.
- e. Migration and Diversity - With the slump in coastal towns tourism and the demand for housing in inner-city London, Swale has seen an increase in inward

migration, with many families and female-headed households moving into the area.

## **1.2. Aims and Objectives of CWGIE**

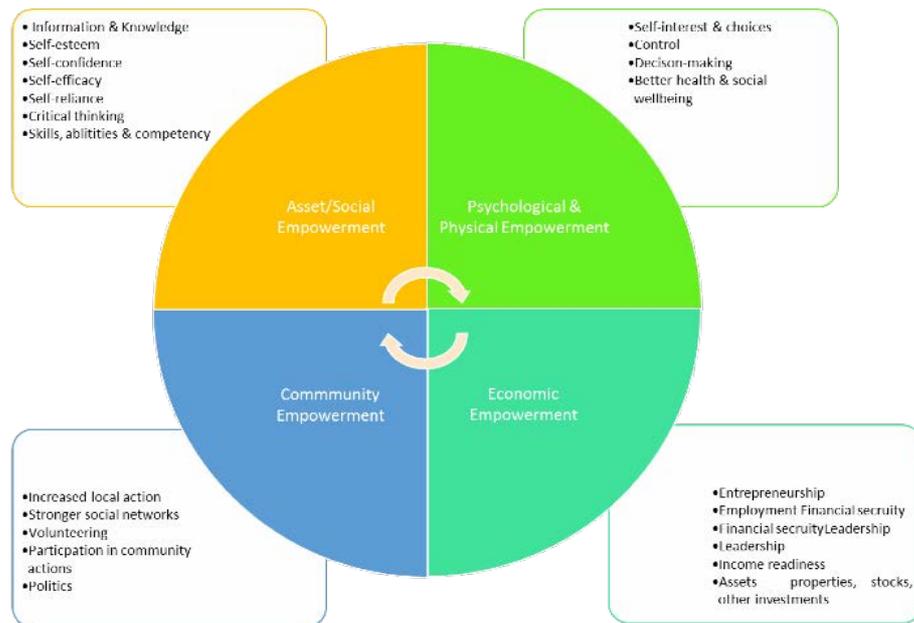
The project aims to empower marginalised women in Swale by tackling social inequalities. Other objectives of the project are:

- To help women with no qualifications gain skills leading to further education, paid employment, or enterprise.
- To improve the self-esteem, self-confidence and decision-making of women and girls.
- To create a network of support, information, advice, training, and volunteering opportunities, enabling women to access local services.
- To improve women and girls' opportunities for social engagements and interpersonal skills.
- To improve the psychological and physical well-being of women and girls
- To address women's and girls' needs holistically and thus improve their life chances.

## **1.3. CWGIE Conceptualisation of Empowerment**

Based on the evidence and anecdotal data in section 1.1 above, Diversity House found solutions to resolve the underlying causes of disadvantages and deprivation among the diverse women in Swale. Diversity House noted that to support women and girls in Swale, there needs to be a change of mindset and attitudes among these women and girls. Women and girls need to take control of their affairs individually and collectively. Therefore, Diversity House theorises empowerment as "an action-oriented concept with a focus on removal of formal and informal barriers, and on transforming power relations between communities and institutions and government" (Themudo, 2009:2). Empowerment involves processes and outcomes. Based on this empowerment theory, a conceptual framework was formulated and used for all the project's interventions. The conceptual framework revolves around our theorisation of the empowerment concept, as demonstrated by the diagram below:

**Figure 1 Domains of Women and girl's Empowerment in Swale**



### 1.3.1 Domains of Empowerment

The operationalisation of the CWGIE empowerment program, as per the diagram above, indicated that women and girls in Swale are to be supported to make changes in four core spheres:

- 1) Psychological and physical empowerment.
- 2) Economic Empowerment.
- 3) Community empowerment and
- 4) Assets/social empowerment

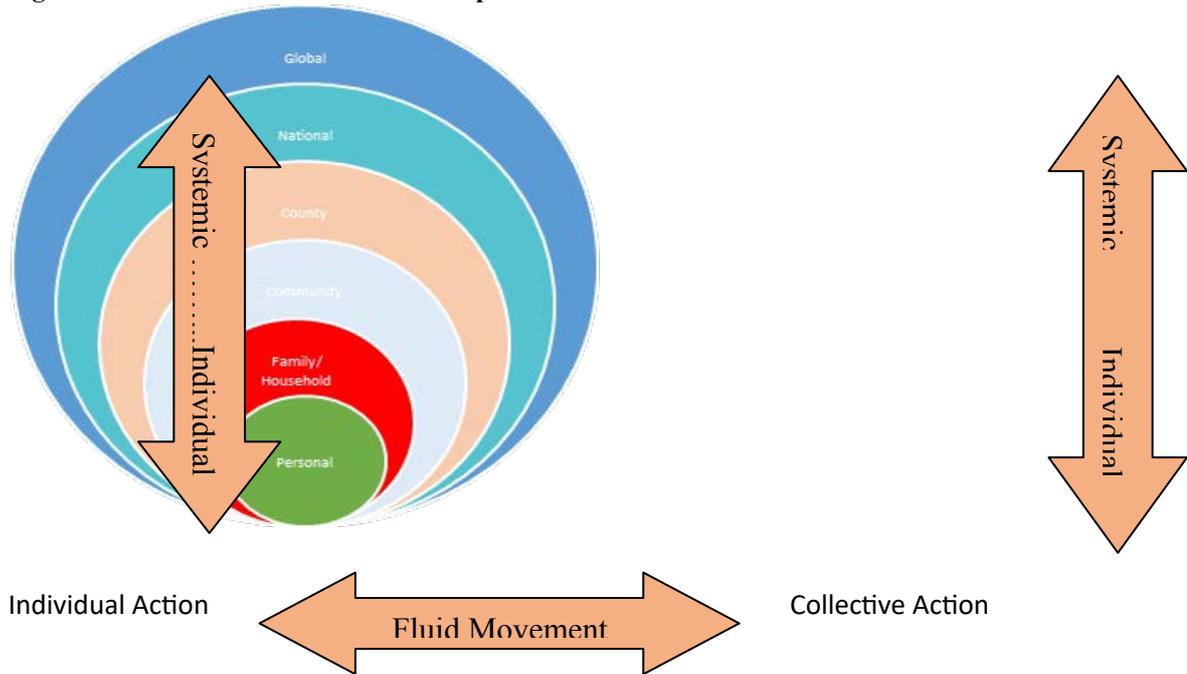
Each of the four core domains of empowerment has several indicators, which will help monitor progress and measure changes in the lives of the women and girls engaging in the CWGIE project.

The assumption made is that when women and girls engage and proactively participate in the various activities of the project, they will have the following:

- i. Improved health and well-being.
- ii. Improved self-esteem, self-confidence, and self-efficacy.
- iii. Enhanced skills for both paid and self-employment.
- iv. Improved motivation, aspiration, and reduced apathy.
- v. Improved participation in local community actions; and
- vi. Others

The empowerment of women and girls in Swale through the CWGIE project will occur on different levels, as depicted by the diagram below:

**Figure 2 Levels of Women and Girls' Empowerment in Swale**



## **2. Year One Progress Report**

The progress report for year one considers the project's activities and achievements from October 31, 2022, to November 11 2023. Also, it will consider CWGIE's plans for the coming year (year 2). This report highlights the importance of the project beneficiaries and other stakeholders and the significant impacts of activities delivered in the year under review. This report draws on quantitative and qualitative data to illustrate the progress made by the project.

### **2.1. Outcomes and Indicators for Year 1**

To make its conceptualisation of the empowerment of women and girls (not excluding men) in Swale a reality, Diversity House acted on the prioritisation of needs by the project's beneficiaries. In the project's first year, prevention and intervention revolved around equipping beneficiaries with well-researched information, advice, and guidance; capacity building; health literacy and health promotion activities; employability opportunities; life and social skills; vocational skills; and social networking and interactions.

The six outcome areas that are being reported during this reporting period are as follows:

Table 1: Outcomes

Outcome	Outcome Description
Outcome 1	Women and girls will gain improved motivation and confidence to access local resources, expanding their horizons and opportunities.
Outcome 2	Women and girls will have improved opportunities, gain new employability or entrepreneurship skills, further their education or develop their career pathways.
Outcome 3	Girls will actively engage in after-school and college clubs and activities.
Outcome 4	Women and girls will have improved psychological and physiological well-being to help them develop and maintain independence (through the six ways to well-being).
Outcome 5.	Women and girls will report improved accessibility to volunteering opportunities through community and school activities, helping them gain employment skills, build life skills, confidence, and self-esteem, and reduce isolation.
Outcome 6.	Men and boys will actively understand and address women's issues and the part that men and boys can play in helping facilitate change toward gender equality and empowerment.

The above outcomes cannot be measured without indicators, acting as signs that changes or differences are occurring and bolstering the effectiveness of the project. The table below lists the markers for each of the outcomes above. In this year one reporting period, outcome indicators are as follows:

Table 2: Indicators table for year one.

Project outcome	Indicator	Level	Timescale Yr 1
<b>Outcome 1.</b> The motivation & confidence of women & girls will improve.	Women & girls (including men) using the service will report increased motivation & confidence	105/150 70%	By the end of year 1
	Women & girls (including men) will report increased knowledge of and use of local resources.	75/150 50%	By the end of year 1

<b>Outcome 2</b> Women & girls will be better equipped to gain access to the job market	Women & girls (including men) will report a marked improvement in their employability and further education opportunities and pathways.	75/150 50%	By the end of year 1
	Women & girls (including men) will report a marked improvement in their employability and business skills capacity.	90/150 60%	By the end of year 1
<b>Outcome 3</b> Engagement and proactive participation in after-school and college clubs and activities.	Girls will report marked improvement in their attendance at after-school clubs and activities.	15/150 10%	By the end of year 1
<b>Outcome 4</b> Women & girls (including men) will improve their psychological and physiological development, leading to independence (through the six ways to well-being).	Women & girls (including men) report a marked improvement in their psychological well-being, including mental health, aspirations, and resilience.	75/150 50%	By the end of year 1
	Women & girls (including men) will report a marked improvement in their physiological well-being, including a healthy lifestyle, healthy eating, and physical resilience.	750/150 50%	By the end of year 1
<b>Outcome 5</b> More women & girls will take part in volunteering activities	Women & girls (including men) will report a marked improvement in their accessibility to volunteering opportunities.	105/150 50%	By the end of year 1

	Women & girls (including men) will report a marked reduction in loneliness and social isolation.	75/150 50%	By the end of year 1
<b>Outcome 6</b> Men and boys will actively understand and address women's issues and the part that men and boys can play in helping facilitate change.	Men and boys will report a marked improvement in their understanding of women's issues	20/50 40%	By the end of year 1
	Men and boys will report a marked improvement in their role in facilitating change and sharing awareness with other men and boys.	10/50 20%	By the end of year 1

### 2.1.1. How did we perform, and what did we do?

Overall, a total of 462 unique individuals participated in one or more of the 567 sessions of activities provided in this first year of the project. There were 2538 attendees, meaning that 462 people attended various activities repeatedly. The project team spent a total of 6761:30 people hours in delivering these activities.

#### Ethnicity of beneficiaries for year one.

People's ethnicity may affect how they engage and participate in community activities. Swale is predominately a mainstream white district, with minority ethnic groups making up less than six per cent of the population, as evidenced by the data from ONS (2021) below.

**Table 3. Ethnicity of CWGIE beneficiaries in Year One.**

Ethnicity	Numbers of different people
Any other Asian background	1
Any other Black/African/Caribbean background	7
Any other White background	8
Any other ethnic group	4
Arab	5
Asian - Asian British	11
Asian/Asian - Asian	17
Black/ Caribbean/ African - Black British	76
European	26
Middle East	5

Mixed - White and Black African	6
Mixed/Multiple ethnic groups - White and Asian	1
I prefer not to say	1
White - English/ Welsh/ Scottish/ Irish/ British	247
White - Gypsy or Irish Traveller	1
No data	46

#### ONS (2021) Swale Ethnicity

### Ethnicity

	Swale Local Authority	
	count	%
All usual residents	151,677	100.0
Asian, Asian British or Asian Welsh	2,312	1.5
Black, Black British, Black Welsh, Caribbean or African	3,487	2.3
Mixed or Multiple ethnic groups	2,741	1.8
White	142,341	93.8
Other ethnic group	796	0.5

According to data from the 2021 Swale census on ethnicity, just 9,336 people in Swale are members of ethnic minorities. That is why the project team should be pretty proud of themselves, as 162 of the 462 unique users who accessed the project during the year were from a minority population.

#### Gender of beneficiaries.

Two factors make it not surprising that more women and girls than men are using the programme: first, according to data from the most recent national census for Swale (ONS, 2021), women and girls make up more than half of the district's population; and second, the programme is specifically for women and girls, though it does not exclude men.

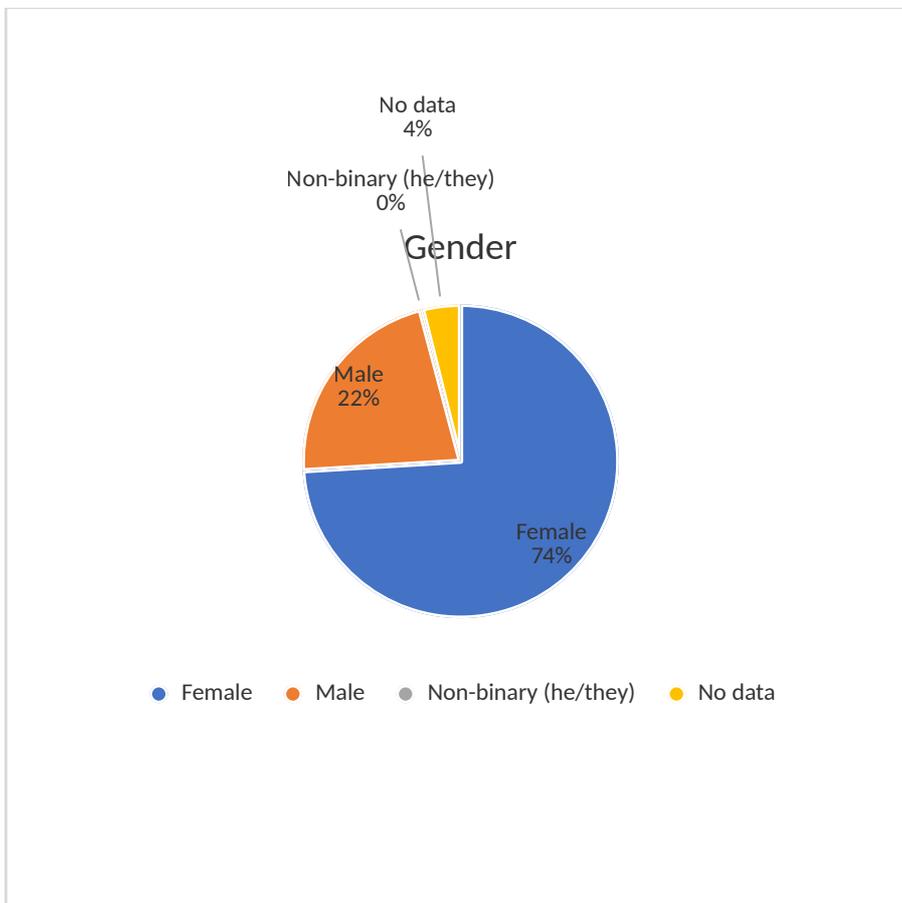
Of the 462 unique individuals who used the period in this reporting period, 342 were self-described as females, 101 as males, one as non-binary (he/they), and 18 did not partake in ethnic monitoring (unknown data).

**Table 4. Gender with sessions attended by unique people.**

Gender	Number of attendances	Number of sessions	Numbers of different people
Female	1899	514	342

<b>Male</b>	<b>611</b>	<b>327</b>	<b>101</b>
<b>Non-binary (he/they)</b>	<b>8</b>	<b>8</b>	<b>1</b>
<b>No data</b>	<b>20</b>	<b>18</b>	<b>18</b>

Chart 1. Gender Identity of Beneficiaries

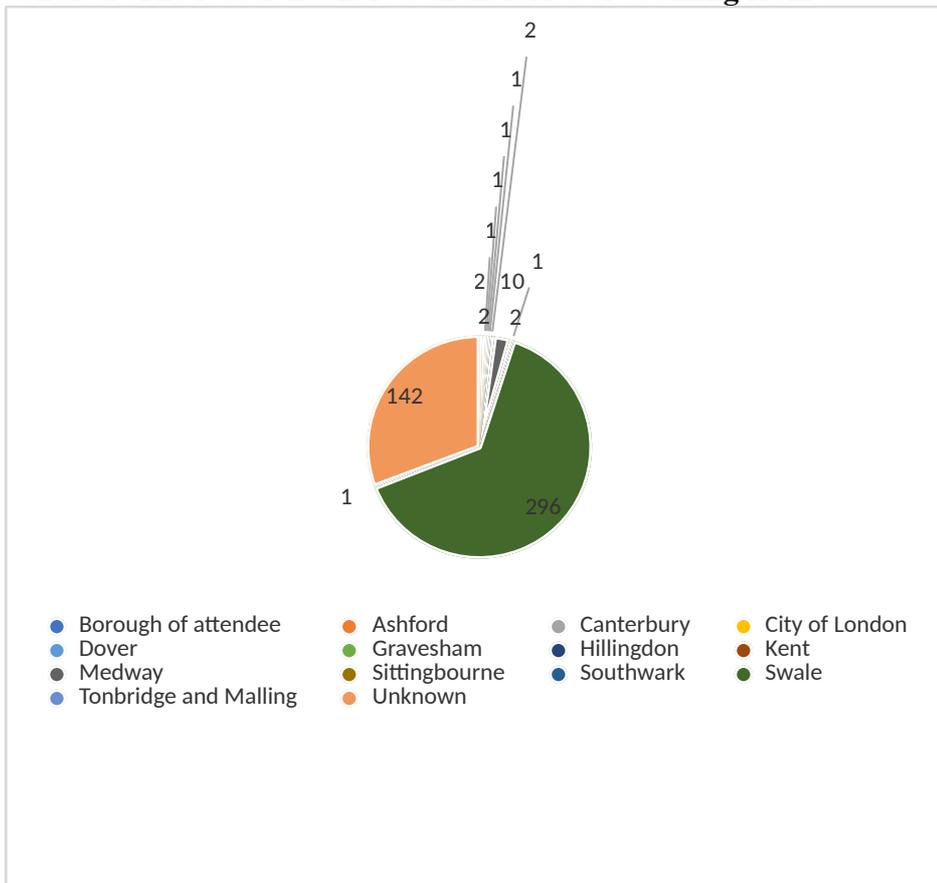


### 2.1.2. The Area of Residencies of Beneficiaries

CWGIE project is planned to meet the needs of women and girls (including men) in urban and rural Swale. Evidence indicates that where people live affects the way they access available services. Living in rural locations with little or no regular access to transportation can impact the way women and girls access services, which in turn hurts

their experiences of empowerment. Faversham and parts of the Isle of Sheppey have several rural locations (villages), such as Oare Village, Halfway, Warden Bay and others. Fifty per cent of beneficiaries should come from Sittingbourne, while twenty-five should come from the Isle of Sheppey and Faversham, respectfully. The chart below depicts the location of project beneficiaries in this reporting period. Also, the chart indicates that some project beneficiaries are not residents of Swale, meaning the project impacts outside of Swale.

**Chart 2. The location where beneficiaries are coming from.**



**The beneficiaries speak the primary language at home.**

Without the ability to communicate in the dominant group's language, one's access to resources and services may be restricted. For this reason, being able to speak and share in the language of one's nation of residency can either empower or disadvantage an individual. Within the period under review, the most spoken language by beneficiaries at home was English, with 301 different people, while data was not received from 10 people. The above point indicates that although the beneficiaries come from other cultures, most could still communicate in English. Also, the data reflects the percentage of the dominant community that engages with the project.

The chart below depicts the language that the project beneficiaries spoke at home.

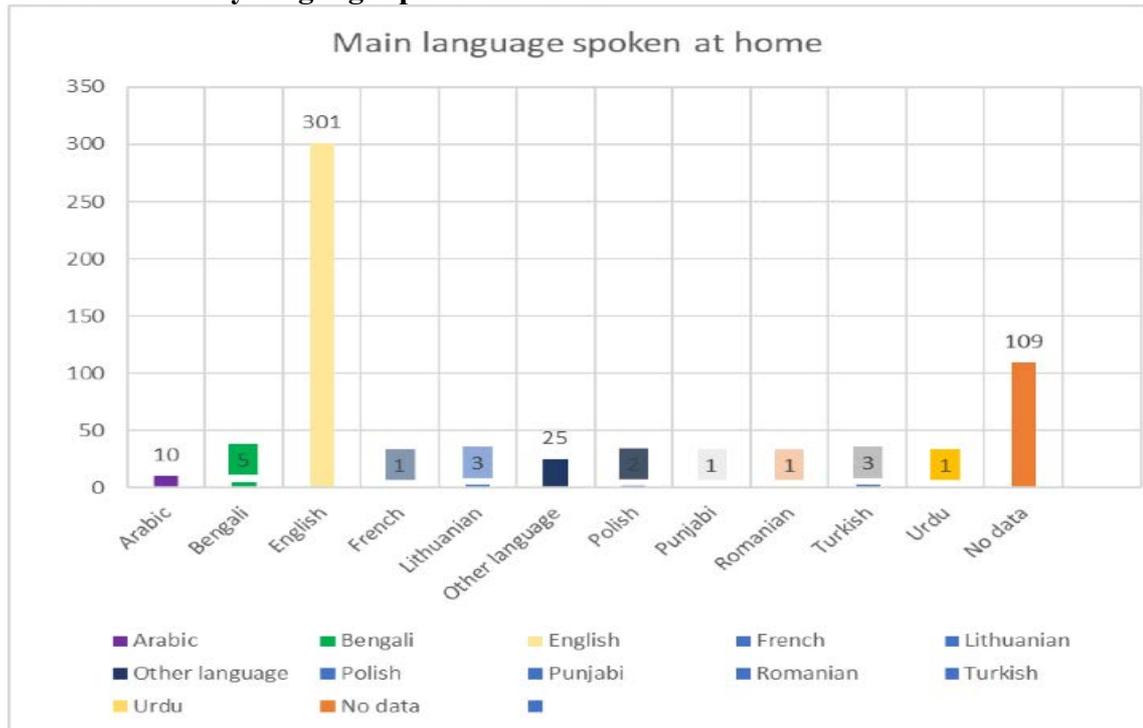
Participating in community events requires effective communication, especially for people whose native tongue differs from their host nation. For certain ethnic minorities,

a language barrier may be a contributing reason to their social exclusion and lack of integration in the host nation.

The chart below depicts some primary languages the project beneficiaries speak at home. Interestingly, most project beneficiaries reported that they speak English at home, which is vital because the CWGIE team noted that those who can communicate in English find it easier to engage with most CWGIE interventions than those who only speak English when they attend the Centre.

According to the chart below, 301 different people primarily speak English at home, while 109 did not respond to the query.

**Chart 3. Primary language spoken at home.**

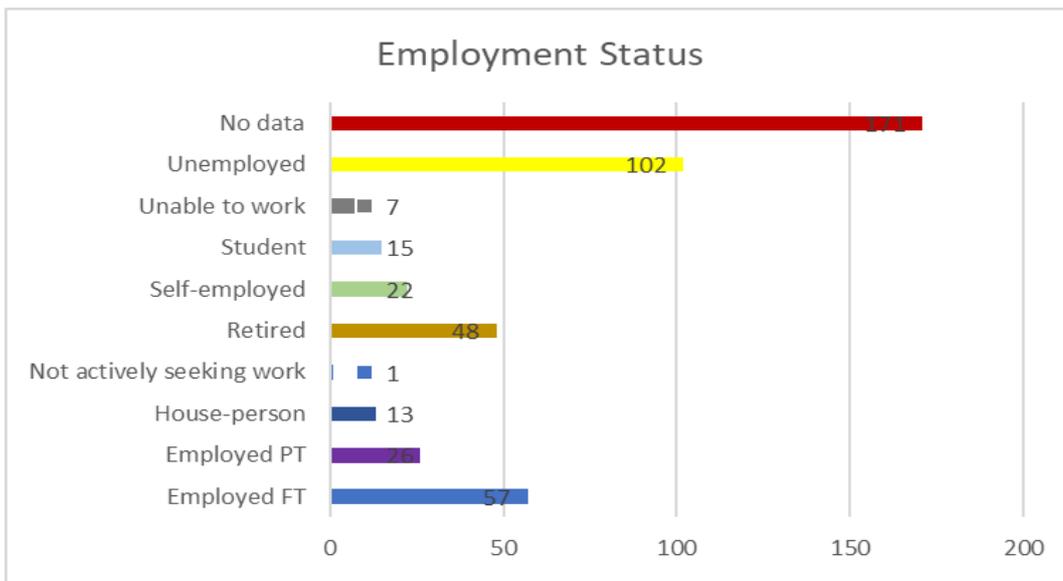


**Employment status.**

Employment and economic empowerment have a symbolic relationship, according to the report from the Peacebuilding Initiative (2007). When people are empowered to make their own choices, they can choose how to participate in the economy. On the other hand, employment can empower people, especially young people and women, to direct their lives and to make decisions. The point above could justify why several scholars are pushing for welfare reform, limiting the number of people dependent on welfare (Corcoran, 2000; Abramovitz, 2006). However, within this project, the CWGIE team are mindful that there are many reasons why people find themselves out of the labour market. Hence, the team make every effort to support each person according to their circumstance and provide a package of support that meets their requirements.

Regarding employment status, it was noted that out of the 462 people who proactively participated in the project, 102 were unemployed, 48 were retired, 22 were self-employed, 57 were in full-time employment, and 15 were students. In comparison, seven people were unable to work due to ill health. Hence, in this reporting year, many people's hours were spent delivering interventions to support people in gaining employability skills.

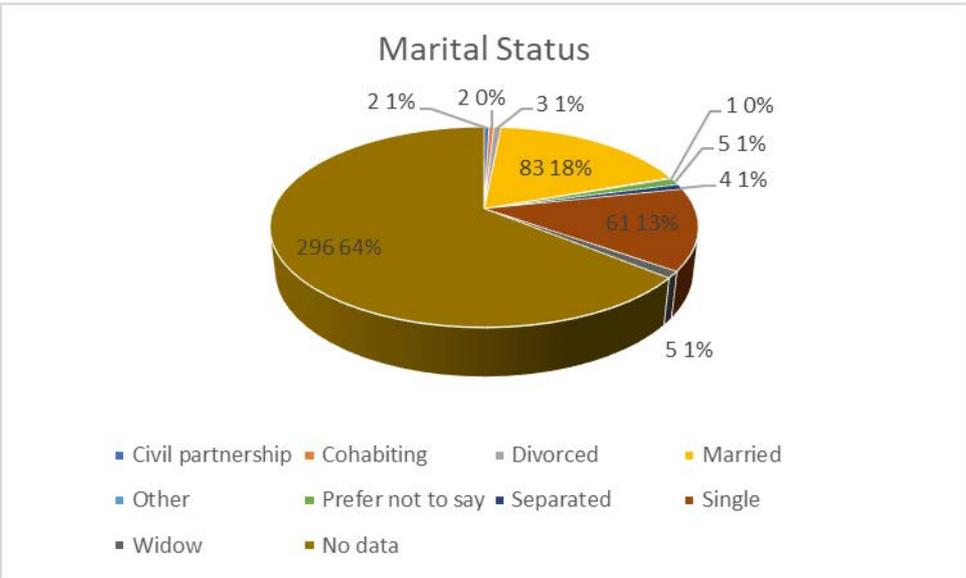
**Chart 4. Employment status**

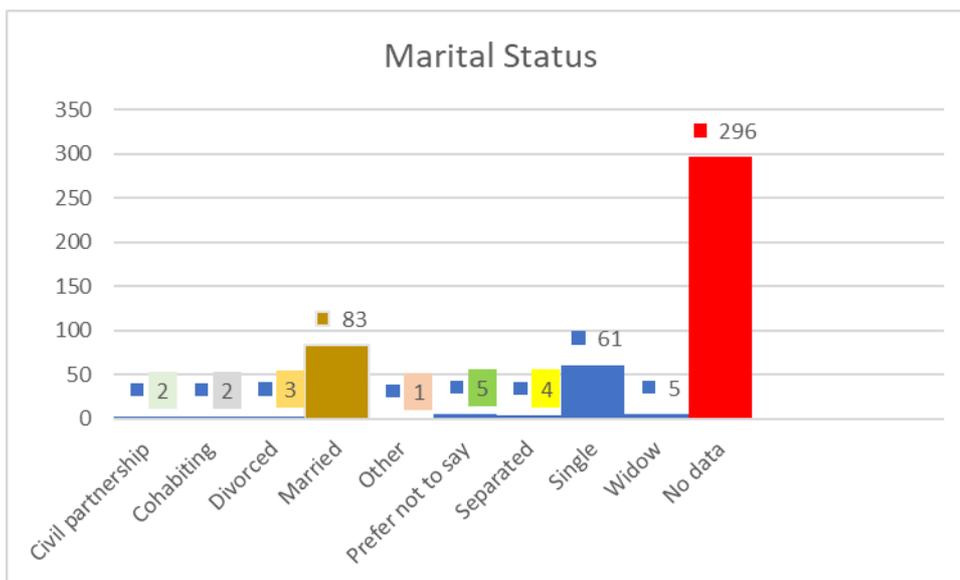


**Marital status.**

The participants' marital status was identified to understand the project beneficiaries' relational circumstances and gauge that the project serves all those meant to use it. A breakdown of the marriage status of the project's beneficiaries is illustrated below.

Chart 5 Marital Status





Beneficiaries' family circumstances were considered; in this case, data was collected to identify if looking after families affect women's engagement with the project. Out of the 462 people who benefited from the project this reporting year, only 27 responded that they were looking after family members for 1 hour to over 50 hours per week. Forty-three others said they do not look after anybody, while data was not collected from 463 participants. Although the number of respondents who provide care for a family member was low, it was noted that being a caregiver frequently impacted their engagement with the interventions offered. The caregivers often missed sessions at the Centre because of issues with their caring roles. Interestingly, those who provided care for between one to nine hours per week had a significantly low attendance, which could indicate that they may be providing intensive care.

Table 5 Number of hours spent in caring for someone.

Number of hours spent caring for a family member	Number of attendances	Number of sessions	Numbers of different people
None	407	287	43
Yes, 1-9 hours a week	22	21	5
Yes, 20-49 hours a week	100	94	11
Yes, 50 or more hours a week	209	193	11
No data	1800	536	392

The CWGIE project aimed to support individuals, particularly women and girls from all social categories, and the project team made every effort to reach the target population with various immigration statuses. Not having a settled status is another factor that could put women and girls at a disadvantage, as they may find it difficult to access services, particularly employment. Women and girls with limitations on their immigration status are not eligible to work (paid or voluntary) and to access welfare benefits, including refuge (for those with domestic violence problems).

The immigration status of 462 beneficiaries was unknown; however, 272 people who benefitted from the project were UK nationals. One of the beneficiaries was an asylum seeker awaiting a decision from the Home Office; three individuals had refugee status; one had received a discretionary leave to remain in the country; one had indefinite leave status; one individual is an EEA national studying in the UK; two are EEA nationals working in the country; whilst four are EEA nationals on welfare benefits in the UK. Also, due to the conflicts in places like Syria, Ukraine, Eritrea, and others, the project team has noted some engagements of individuals on humanitarian protection. In this reporting period, two individuals using the interventions provided were on humanitarian protection status in the UK.

The table depicts the immigration status of the beneficiaries of the project.

**Table 6 Immigration Status**

<b>Immigration status</b>	<b>Numbers of different people</b>
Asylum seeker awaiting decision	1
Discretionary leave to remain	1
EEA National is currently working	2
EEA National financial self-supporting	1
EEA National in the UK studying	1
EEA National receiving welfare benefits	4

Humanitarian Protection	2
Husband/Wife sponsorship	4
Indefinite leave to remain	1
Refugee	3
Study visa	3
UK National	272
Work visa	3
No data	164

## Religion

People's religion, beliefs, and values can influence how they socialise and use community services. For example, community services may be conducted in religious festivals or prayers, which could impact people's willingness to participate. The percentage of people in Swale who self-identifies as Christians is more than other religious beliefs, according to census 2021 (see table below)

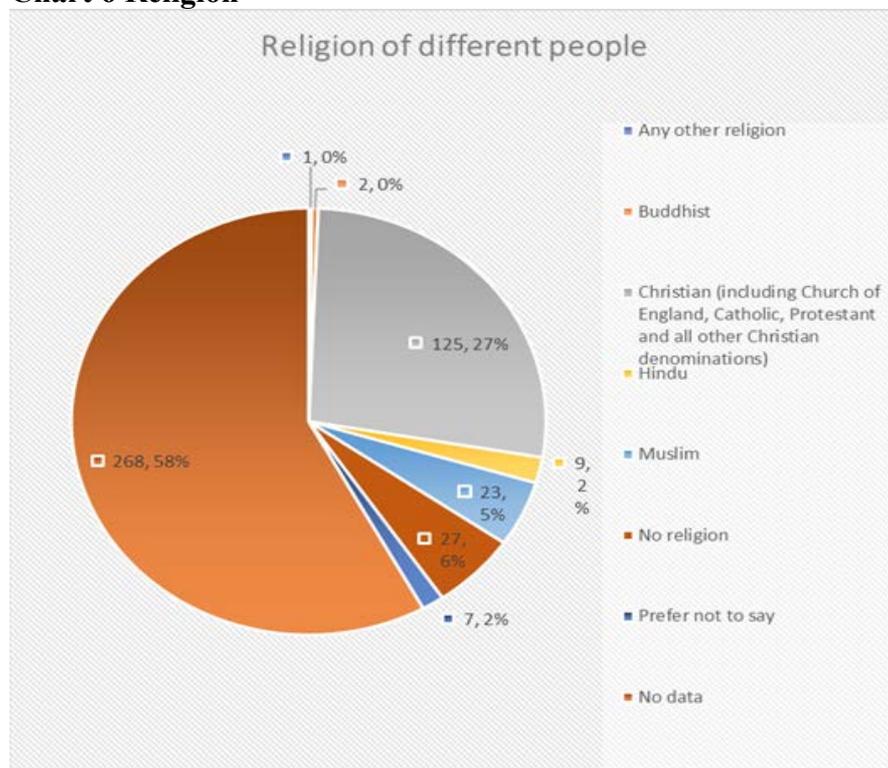
	Persons	
	Swale Local Authority	
	count	%
All usual residents	151,677	100.0
No religion	68,784	45.3
Christian	71,562	47.2
Buddhist	406	0.3
Hindu	587	0.4
Jewish	118	0.1
Muslim	1,529	1.0
Sikh	208	0.1
Other religion	672	0.4
Not answered	7,811	5.1

Source: ONS - 2021 Census (TS030)

Among those who participated in the activities delivered by the CWGIE program in this reporting year, many informed that they were Christian, reflecting the data from ONS 2021 above.

The table below depicts the religions of the beneficiaries of the project. Christians had the highest participation of all those who proffered their faith, that is, 125 or 27% of people. However, the project team could not collect data from 268 or 58% of the beneficiaries.

**Chart 6 Religion**



## Ability and Disabilities

Another demographic data that was deemed crucial in the monitoring is disabilities. The project team wanted to identify if they were engaging with those with disabilities and their participation experiences. Also, the team needed to understand the type of disabilities so that services would be implemented to make engagement with the project more accessible for those individuals. The table below indicates that during the year under review, out of the 462 participants, only 76 people self-reported to be disabled, 220 had no disabilities, and 165 individuals did not proffer any response to the question. The data indicates that having a disability could impact the way an individual engages in activities.

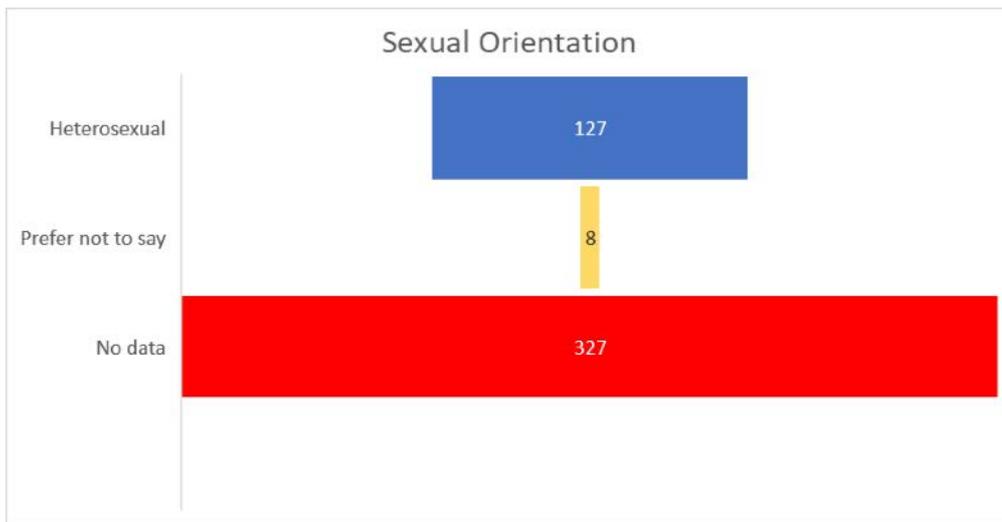
**Table 7 Disabilities**

<u>Has disability</u>	<u>Number of attendances</u>	<u>Number of sessions</u>	<u>Numbers of different people</u>
No	1354	478	220
No data	629	333	165
Yes	547	290	76
Yet to be diagnosed	8	8	1
Total	2538	1279	462

## Sexual Orientation

Sexual orientation was an element that the project team wanted to collect. It is imperative to note that all women and girls are not 'straight' or heterosexual. An empowerment project should embrace and promote inclusion and cohesion of women and girl's sexual preferences. Also, some women and girls may be deterred from participating in community activities because of their sexual orientation, and this invisibility may add to their subordination and marginalisation. Therefore, understanding this factor was crucial to providing an integrative and intersectional program review this year.

## Chart 7 Sexual Orientation



In the following sections of this report, a breakdown of the various activities implemented will be provided, together with a description of the impacts.

### 3.0. Year One - CWGIE Project Activities

**Table 8: Lists of project activities – October 31, 2022, to November 11 2023**

Several preventive and intervention programs were delivered during this reporting year. The table below indicates the number of activities provided by the project team in year one. This section will give a summary description of each of the activities delivered during this period.

**Table 8 Lists of project activities in year one**

Activities/Sub work area delivered in the year under review	Numbers of different people
Business Briefing	47

Information to Access to Community Services	436
Advocacy	185
Brief Motivational Intervention	281
Budgeting	127
Business Development	186
Career Advice	222
Well-being - Cycling	60
Decision Making Workshops	223
Employability support	256
Enquiry, assessment, and goal setting	364
Well-being: Household Items and multicultural food donation	115
IAG	195
Leadership	194
Life and Social Skills	194
One-to-one support - Meetings	261
Mental health management	226
Mentoring and Coaching	197
Socialisation: Networking	273
Drop-in sessions: One 2 one support	351
Parenting Skills	64
Personal Development	219
Relationship Building	248
Self Esteem & Confidence	230
Coffee mornings, health checks, socialising & befriending	362
IT Training	224
Vocational Skills (Cooking, Cleaning, Sewing)	98
Volunteering	125
Well-being: Yoga and Armchair Yoga	250
Community integration, citizenship, Workshops	100

**Table 9 – Total number of activities attended by gender**

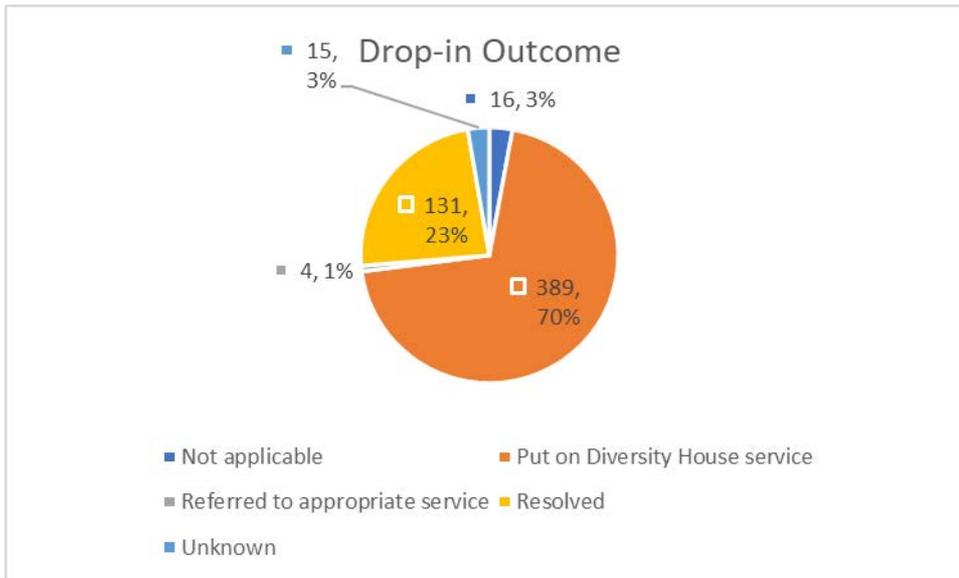
Sub work area	Female	Male	Non-binary (he/they)	Unknown	Total Unique people
Empowerment	30	16	1		47
ADMIN	159	52		9	220

Access to Community Services	322	97	1	16	436
Advocacy	143	39		3	185
Brief Motivational Intervention	215	60	1	5	281
Budgeting	95	30		2	127
Business Development	142	35	1	8	186
Career Advice	168	48		6	222
Well-being: Cycling	40	20			60
Decision Making	169	48		6	223
Employability	193	52	1	10	256
Enquiry	276	77		11	364
Food & Household Items donation	74	38		3	115
IAG	150	42		3	195
Leadership	148	41		5	194
Life & Social Skills	150	36	1	7	194
Meeting	200	56		5	261
Mental health management	169	53	1	3	226
Mentoring and Coaching	150	42		5	197
Networking	215	52	1	5	273
One 2 one support	261	77	1	12	351
Parenting Skills	43	21			64
(P) Personal Development	160	51	1	7	219
Relationship Building	193	51		4	248
Self Esteem, Assertiveness, Confidence	172	52	1	5	230
Socialising & Networking	271	79	1	11	362
Digital Inclusion, Essential IT Training	162	50	1	11	224
(V) Vocational Skills (Cooking, Cleaning, Sewing)	78	16	1	3	98
Volunteering	97	25	1	2	125
Well-being: Yoga, Armchair Yoga	184	59	1	6	250
Workshops	69	27		4	100

**Table 10 - Resources given by gender.**

<u>Gender</u>	<u>Resources(s) given</u>						<u>Total</u>
	<u>Clothi</u> <u>ng</u>	<u>Donatio</u> <u>ns</u>	<u>Oth</u> <u>er</u>	<u>Servi</u> <u>ce</u>	<u>Vouche</u> <u>rs</u>	<u>Unknow</u> <u>n</u>	
Female	5	52	58	320	6	78	519
Male	4	30	34	94	5	25	192
Non-binary (he/they)				1		1	2
Unknown		4	3	14		2	23
Total	9	86	95	429	11	106	736
Mean	5	29	32	107	6	27	184

**Chart 8. Drop-in Support**

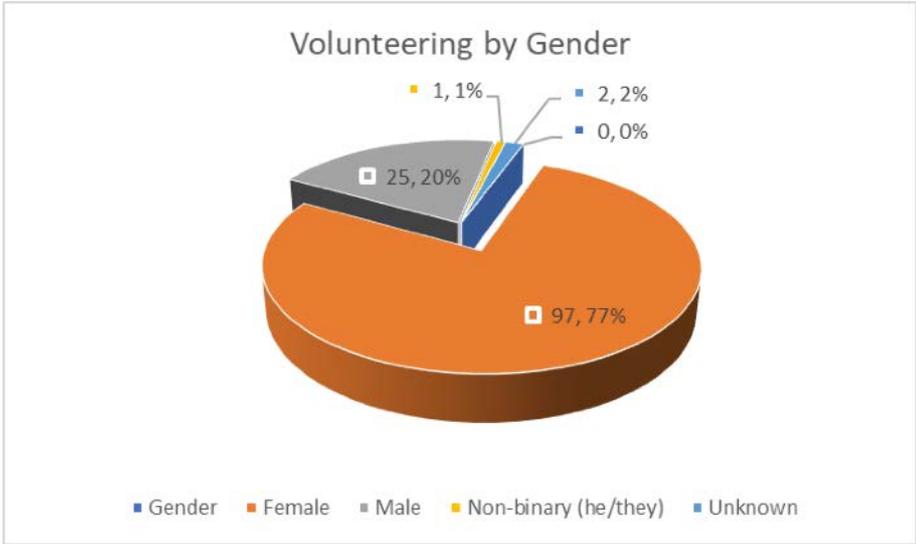


**Table 11. Volunteering**

<b>Gender</b>	<b>Numbers of different people</b>
<b>Female</b>	<b>97</b>
<b>Male</b>	<b>25</b>
<b>Non-binary (he/they)</b>	<b>1</b>

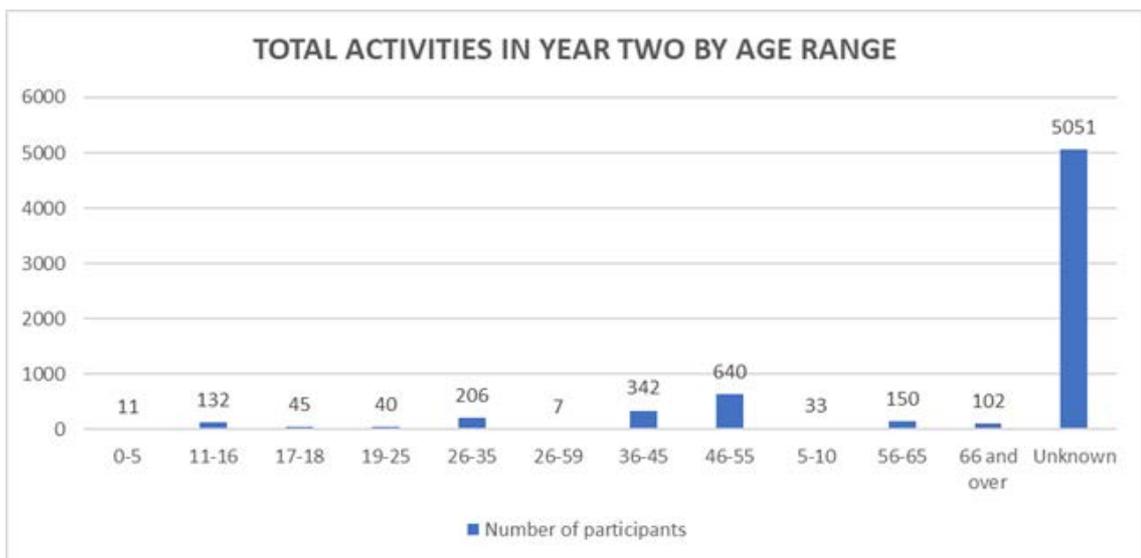
<b>Unknown</b>	<b>2</b>
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**Chart 9. Volunteering by Gender**



In terms of age, those within the age range of 46 to 55 years old participated most, followed by 36 to 45 years old. However, 5051 beneficiaries did not provide their age.

**Table 12: Total project activities by age range**



### 3.1. In the Beginning

Several events were held to inform partner organisations, local communities, and prospective beneficiaries about the CWGIE project. Another vital responsibility carried out by the team was announcing the National Lottery Community Fund grant award. The Project Overseer had to reveal the grant's receipt and how it would be used in a press release authorised by the TNLCF communication team (see the Press Release Article in the Appendix).

Following the press release, a stakeholder analysis and meeting were held, identifying crucial collaborators and delivering partners for the project. It was only necessary to begin the project to attract service users and start interventions after partners and collaborators were found and recruited.

The CWGIE project's official launch was held on Wednesday, March 8, 2023, International Women's Day, in front of over a hundred attendees (SEE - <https://www.diversityhouse.org.uk/portfolio-items/centre-women-girls-innovation-empowerment/>).

## Picture of the launching of CWGIE



### 3.1.1. Employability Skills

A crucial outcome of the CWGIE project is to equip women and girls with the confidence and skills for paid employment, entrepreneurship, and further education. This is an excellent tool for women's and girls' financial stability. Therefore, significant time and money were spent to create opportunities to build the beneficiaries' skills. Overall, 203 activity sessions were provided under employability this year. Employability activities included – work placement, job club, career advice, apprenticeship, personal development, mentoring and coaching, one-to-one support, workshops, and training.

In summary, 1,064 people frequently participated in one or more of the 203 sessions of activities, out of whom 256 were different people. The total number of people hours for delivering these sessions was 3670:45.

Below is the breakdown of each of the activities delivered.

#### **Work Placement**

Work placement was vital in helping women and girls gain much-needed skills and confidence for employment. Therefore, during the year under review, women and girls who engaged in the project were supported in participating in the work placement. There were different routes to work placement, including opportunities to work in Diversity House and various projects referred to partner organisations such as Swale Council for Volunteer Services, East Kent Business Partnership, Swale Borough Council, The Sittingbourne School, Westlands Secondary School, and others. An activity introduced in the reporting period is "Take a Girl to Work Week". This activity is significant as it gives young girls whose parents may not be employed a role model to take them to work and experience the working environment. In Swale, many women are

house persons or have never been in employment. Therefore, "Take a Girl to Work Week" is deemed an appropriate approach to break the generational dependency on benefits as these young girls will learn that it is rewarding and dignifying to be at work. The project implemented work placement and "Take a Girl to Work Week" to help build women's and girls' self-esteem, confidence, self-worth, and job readiness.

As shown by the table above, those aged between 15 and 18 took the most advantage of work experience, followed by those aged 36 to 45. The result is surprising because one would have assumed that younger women and girls would participate most in work placement. However, this data shows us that some older women who have been looking after families for years now want to return to employment and need to gain some work experience. Also, the advancement in new technology in industries and retail sectors means that most women are losing their jobs to technology and have to rebrand themselves. For instance, in Swale, women and girls make up the higher percentage of those working in the retail sector as sales assistants, shelves stockists, etc. Still, recent technological advances have seen Scanners take over their jobs.

### **Careers Fair**

The CWGIE team, spearheaded by the project overseer, held two days of a career fair at Westlands Secondary School to create critical awareness of different career options available to young people.

### **Picture 1. Project overseer at a Careers Fair**



## Workshops & Training

In the first year of CWGIE, workshops and training were provided for beneficiaries to help them gain and increase their skills (life and social skills). Seminars and training included personal development, self-esteem and confidence, assertiveness, safety on the internet for senior citizens, and empowerment workshops (helping beneficiaries develop skills for individual decision-making, choices, trust, and others). Other training delivered during the period included budgeting, debt management and prevention, health and safety, volunteering, event management, writing a business plan and feasibility studies, CV writing, writing cover letters for a job application, career advice, writing a personal statement for university application, applying for school placements for your child, among others. Data collected shows that 231 different people benefited

from these workshops and training. The picture below shows some workshop participants.

**Picture 2 Self-esteem & Confidence Building Workshop**



### **Workshops and Qualifications**

During this reporting period, twenty people received non-accredited and accredited certificates on health and safety, food and hygiene, IT essentials, sewing, Cisco Cyber Security levels 1 to 3, and forklifting certificates. Below are some service users with their food and hygiene certificates.

**Picture 3. Servicer users display their food and hygiene certificates.**





### **Empowerment Workshop, Networking and Outreach**

The project team actively engaged with the community. Because the initiative is in the middle of the neighbourhood, recipients could easily access its activities and know what was available. The project gained prominence after two Community Navigators were hired, whose primary responsibility was to link CWGIE with possible community beneficiaries. The project officer conducted weekly outreach and regularly spoke at the Sheerness and Sittingbourne radio stations. Volunteers and personnel hand out leaflets, posters, and other promotional materials to raise awareness of the project's operations. Also, the project team and volunteers use all community events and festivals as platforms for publicising the project, recruiting additional volunteers, and enrolling beneficiaries. Furthermore, social media and partner agency newsletters were crucial in reaching and recruiting people for the project.

Three thousand nine hundred eighty-one individuals were contacted via the various platforms shown in the table below, of whom 464 consistently used all CWGIE offerings throughout the evaluation period.

**Table 12: Communication Channel**

<a href="#"><u>How did the person hear about Diversity House?</u></a>	<a href="#"><u>Numbers of different people</u></a>
Diversity House website	15
Facebook	18
Friend	6
Leaflet	153

<a href="#">How did the person hear about Diversity House?</a>	<a href="#">Numbers of different people</a>
Networking event	96
Newsletter	3
Newspaper	3
Other social media	9
Another website	1
Poster	14
Presentation	9
Radio	3
School	3
Twitter	4
Unknown	84
Volunteer Centre	82
Word of mouth	171
YouTube	2

The image depicts a Community Navigator conducting outreach with a sixth-form student working at CWGIE as part of her work experience.

**Picture 4. A Community Navigator on outreach.**



## Health Literacy and Health Promotion

The project aims to promote women's and girls' psychological and physical health. Therefore, activities in year one of the project were geared towards giving beneficiaries health information and promoting their healthy lifestyles, health beliefs, and attitudes. The project team worked collaboratively with other partners and agencies. It delivered a series of activities, including – brief motivational interventions, health checks, Counselling, healthy lifestyle and advice, walking, armchair yoga and Yoga, multicultural food distribution supported by Morrisons and Swale Borough Council,

advocacy, referrals to domestic abuse services, female genital mutilation advice and prevention. Overall, there were 1666 repeated attendances to these activities.

### **Health Checks:**

The CWGIE team is lucky to have a retired physician who comes to our well-being centre twice a week (Mondays and Fridays) to do essential health checks on all visitors. Among the various health assessments are blood pressure, blood sugar, BMI, lifestyle evaluation, diabetes risk assessment, and oxygen saturation. Having a general practitioner (GP) in Swale is like finding gold, which is why this service is essential.

The CWGIE team created a breastfeeding space with all the necessary facilities to encourage the service users and others in the community to breastfeed their babies, as breastfeeding has many benefits. The creation of the breastfeeding space empowers mothers who want to breastfeed their babies in a comfortable and friendly environment. The room is one of its kind in Sittingbourne, Kent. The Mayor of Swale, a retired midwife herself, was at hand to officially open the space.

**Picture 5: The Mayor of Swale, Cllr Sarah Stephen, with a mother and her baby at the opening of the Breastfeeding Space.**





# Campaigning for Breastfeeding



## Benefits for baby

1. Prevents diarrhoea
2. Ear infections
3. Pneumonia & asthma
4. Lower risks for obesity
5. Developing allergies

## Benefits for mum

1. Lessens risk of breast cancer
2. Lessens risk of ovarian cancer
3. Reduces stress
4. Prevent postpartum depression
5. Prevent type 2 diabetes.

### **Walking Club, Armchair Yoga, and Yoga Exercise**

The project's primary objective was to promote people's health and well-being, especially women and girls, since empowerment cannot exist without health. Evidence from Swale Clinical Commissioning Group (CCG) Sources: Psychological Therapies: Annual report on the use of IAPT services, NHS Digital (2018) show that in terms of psychological therapies, females in Swale have a lower recovery rate than England's average. Therefore, a significant process of supporting women and girls in Swale is improving their rates of physical activity and eating habits, among others. In year one, walking, Yoga, armchair yoga exercises, and cycling were some ways the project team used to empower the project beneficiaries.

### **Picture 6: Yoga**



**Picture 7: Armchair yoga**





### **Befriending and Socialising**

Socialisation and friendship are critical to reducing isolation and loneliness. The picture below showcases some service users visiting Faversham Community Gardens, sharing tea and interacting.

**Picture 8: Service users interacting at a community garden.**



Also, the CWGIE encourages socialising with others and building relationships to improve emotional well-being. Therefore, coffee mornings are held twice a week at the Centre. The picture below shows diverse people interacting and sharing cups of tea and coffee.

**Picture 9: Coffee Morning**



### **Vocational Skills – Sewing**

The team at CWGIE believe that a vocational job can be a good fit if you enjoy working with your hands and doing practical tasks. Learning about different vocational abilities assists you in choosing a relevant career path. This belief led us to create a state-of-the-art sewing studio with all modern tailoring equipment. Tailoring classes allow women

and girls to learn skills above daily home or schoolwork. The picture shows some of the service users working with their sewing seamstress.

Picture 10: Service users being taught how to sew at our sewing studio.



**Picture 11: Some happy service users display their certificate of achievement after completing coursework.**



### **Vocation Skills – Cooking**

Vocational skills are a type of practical skill that helps you gain knowledge and abilities to excel in a trade or profession. The CWGIE team supports and encourages all service users to realise their dreams. Some service users wanted to improve their culinary skills at home or start an eatery business. The picture below shows a service user being supported while cooking in our kitchen.

**Picture 12: Cooking session at the Centre.**



## IT - Digital Inclusion

The mass shift to online business operations in recent years further accelerated the need for digitally literate workers who could help traditional businesses successfully transition to and grow in an e-commerce world. The CWGIE supports service users of all ages and abilities to be digitally included. Many retired service users come to the Centre to learn how to use their Android phones to carry out personal banking transactions, request repeat prescriptions, and shop online. Also, some other service users attend our cyber security courses to advance in their workplaces.

**Picture 13. Service user at CGWIE Digital Cafe**



## Volunteering

Volunteering is core to community engagement and local community actions. The project team introduced a flexible approach to volunteering, which is not rigid, meaning that individuals, particularly women and girls with as little as 30 minutes of free time a day, could participate in Volunteering. Volunteering could include walking your neighbour's dog as you are walking yours or picking a pint of milk for the old lady down your street. This flexibility ensured that a high percentage of women and girls engaged in one form of volunteering.

A total of 118 people did any form of volunteering during this reporting period, out of which 91 were women and girls, 24 were men, one was a non-binary person, and two were unknown. The table charts below depict the number of volunteers during this period by gender.

**Table 13: Volunteers by Gender**

<u>Gender</u>	<u>Numbers of different people</u>
Female	91
Male	24
Non-binary (he/ they)	1
Unknown	2
Total	118
Mean	30

**Picture 14: Volunteer health promotion lead (Retired Doctor -Dr. Ola) at our Well-being Hub.**



### **English for Speakers of Other Languages (ESOL) and Conversation Club**

Language is usually a barrier for women and girls from accessing community services. Recent migrants from countries where English is not spoken find it difficult to engage or participate in community services when arriving in the UK. Evidence shows that more than 55 different national languages are spoken in Swale. Some women in communities such as Chinese, Turkish, Asian, and Polish have lived in the district for several years but still find it difficult to speak English. Their inability to talk in English limits their opportunities to be gainfully employed, support their children in school work, engage in parent evenings at schools, socialise in the community and participate in local actions. The project team noted that for some women from minority communities, one needs to start teaching them English from the beginning, from the alphabetical stage. This means that they cannot be referred to Adult Education for support as they would not meet the criteria for enrollment. The project team had to initiate and facilitate the ESOL and conversation club to help build the beneficiaries' necessary language skills and confidence before referring them to Adult Education for further tuition. The pictures below depict women and girls benefiting from the ESOL and Conversation Club. **Visit this link for beneficiary interviews:** <http://www.diversityhouse.org.uk/english-speaking-class/>

Picture of beneficiaries attending English Language lesson (ESOL).

**Picture 15 English Language Class (ESOL)**



**Picture 16: Service users at an ESOL class with their teacher**



### **Networking and Community Engagement**

One of the critical assumptions of the project and empowerment as conceptualised by the CWGIE team is that women through the project will have improved confidence to participate in local community actions and that through their engagement, they become active citizens, contributing to community decisions, socialising, and taking control of their own lives and that of others.

**Picture 17: Empowering Network**



## 4.1.Evaluation

### Summary of the evaluation framework and objectives

The monitoring and evaluation framework for the CWGIE project is underpinned by the logic model and theory of change, which are set during the consultative and planning phases of the project.

There are different methods that the project team used to monitor and evaluate the process and impact of the project in the year under review. The techniques used are grouped under qualitative and quantitative methods. Using a mixed approach to monitor and evaluate the project meant that the project team could collect complex data (numbers) and soft data (narratives from the project beneficiaries and partners). These two methods complement each other as those changes that cannot be counted are extrapolated from the beneficiaries' histories. The table below depicts some of the tools used for monitoring and evaluating the project in year one.

### 4.2.Outcomes Achieved

As the table below demonstrates, the project met the four outcomes quantitatively. Also, narratives from some beneficiaries, as seen in the case studies below, indicated that they had positive experiences too.

The table below depicts the quantitative outcomes of the project.

**Table 14: Outcomes with Indicators achieved in year one.**

Project outcome	Indicator	Level	Tracking Tool	Number Achieved Yr. 1
<b>Outcome 1.</b> The motivation & confidence of women & girls will improve.	Women & girls (including men) using the service will report increased motivation & confidence	105/150 70%	ILP, Outcome S t a r ; questionnaires.	222
	Women & girls (including men) will report increased knowledge of and use of local resources.	75/150 50%	comment sheets; attendance and service user log; participants observation; Lamplight database System; photovoice; self-esteem test, etc.	375

<b>Outcome 2</b> Women & girls will be better equipped to gain access to the job market	Women & girls (including men) will report a marked improvement in their employability and further education opportunities and pathways.	75/150 50%	Attendance sheet; training evaluation form; Lamplight Database System; pre and post-test; one-to-one interviews; Case studies; Skills audit and action planning chart; work Star; learner's progress report, ILP, etc.  By the end of year 1	202
	Women & girls (including men) will report a marked improvement in their employability and business skills capacity.	90/150 60%		206
<b>Outcome 3</b> Engagement and proactive participation in after-school and college clubs and activities.	Girls will report marked improvement in their attendance at after-school clubs and activities.	15/150 10%	Attendance sheet, pictures, certificates of achievements, etc.	18
<b>Outcome 4</b> Women & girls (including men) will improve their psychological and physiological development, leading to independence (through the six ways to well-being).	Women & girls (including men) report a marked improvement in their psychological well-being, including mental health, aspirations, and resilience.	75/150 50%	Mentoring log; service user logs; pre and post-test; feedback form; significant change stories; Outcome Star; Walk and run chart; exercise activities chart; ILP, etc.	287
	Women & girls (including men) will report a marked improvement in their physiological well-being, including a healthy lifestyle, healthy eating, and physical resilience.	750/1500 50%		290

<b>Outcome 5</b> More women & girls will take part in volunteering activities	Women & girls (including men) will report a marked improvement in their accessibility to volunteering opportunities.	105/150 50%	Volunteer enrollment form, volunteer timesheet, social skills pre-and post-screening, etc.	118
	Women & girls (including men) will report a marked reduction in loneliness and social isolation.	75/150 50%		317
<b>Outcome 6</b> Men and boys will actively understand and address women's issues and the part that men and boys can play in helping facilitate change.	Men and boys will report a marked improvement in their understanding of women's issues	20/50 40%	Number of participations in women's events, volunteering records, championing of gender issues, self-report, etc.	19
	Men and boys will report a marked improvement in their role in facilitating change and sharing awareness with other men and boys.	10/50 20%		13

#### 4.2.1.

#### Testimonials

Testimonials from some of the project's beneficiaries are included after the quantitative statistics on the first year's results.

#### Testimonial One: David (Pseudonym)

It all started with CWGIE acting as a lay advocate for David at his school.



### **Fact Sheet**

- David is a 13-year-old who was referred to Diversity following a challenging year at his school, Fulston Manor Secondary School, Sittingbourne.
- He is the son of Patience, one of the Centre's services users.
- He has been tutored on-site for the best part of the year.
- David has now been reintegrated into a special needs school.

David is on the autistic spectrum, which affects his ability to concentrate in class. He faced numerous academic and social challenges, detentions, and twilight sessions. On the verge of exclusion, the CWGIE team had to meet with the SENCO team at his school to figure out how to keep his education from being disrupted. Following the meeting at his school, David was placed under the supervision of Diversity House. The school established a system in which he received daily school lessons at the Centre from a qualified teacher employed by Diversity House.

He was helped to complete all his assignments, which were then returned to his school. David learned in this manner for nine months.

As a result, David's concentration, attitude towards learning, and social interaction began to improve.

He also received six counselling sessions paid for by the CWGIE. Furthermore, the CWGIE team arranged for David to receive additional learning support in English, Mathematics, and extracurricular activities through Kent.

County Council. With the assistance of the KCC digital inclusion team, David purchased a laptop to access his school learning platform from home. As a result of these powerful interventions, David became deeply motivated to learn and revealed that he would like to return to school to learn with people his age.

While assisting David's learning at the Centre, the team also contacted and visited different schools in the area that specialise in providing special education needs so that David could be placed in a proper school at the start of the new academic year. The team's hard work paid off when a special needs school on the outskirts of Sittingbourne accepted David. The team also arranged for KCC school transport for him.

David has now started attending the ISP school in Teynham this September 2023.

## Testimonial Two: Marinela (Alias)



### **FACT SHEET**

- Marinela is a 12-year-old from Bulgaria who has been attending the Center since February 2023.
- She was on the verge of being sent back to Bulgaria by her parents because they could not find a school for her. However, the CWGIE team saved the day by placing her in a school.
- With the help of Diversity House, she is now attending Abbey Secondary School in Faversham, where she is settled and happy.

Marinela is a young and curious girl who is interested in everything. She had recently moved to the UK with her parents. She was very excited to experience the British way of life and culture, particularly the dressing mode of young English girls she encounters daily. Marinela appeared full of energy and joy but faced the significant challenge of not being in school. It was this challenge that introduced her to the CWGIE team.

Boris, a family friend and regular service user at Diversity House, brought Marinela to the Centre for assistance with school placement. Marinela, who is twelve years old, was discovered to be staying at home and not attending school. When her parents were questioned, it was found that they had contacted the local authority and the Education Department but had been unable to secure a school placement for her. Marinela's parents decided to send her back to Bulgaria to live with her grandfather after she could not attend school. Fortunately, Marinela's case was quickly referred to the CWGIE. First, she was enrolled in a specialised tutoring programme while the team searched for a suitable school.

Marinela visited the Centre daily for several months and participated in all the workshops and activities.

Marinela enjoyed attending the ESOL group because she was taught citizenship, life, and social skills.

With the successful intervention of Diversity House, Neli, as she is affectionately known at the Centre, can now confidently answer questions in English and interact with other service users under the supervision of staff members.

Marinela now attends Abbey Secondary School in Faversham, where she is thrilled, thanks to the CWGIE.

### Testimonial Three – Boris (Alias)



#### **FACT SHEET**

- He arrived in the UK 3 years ago from Bulgaria.
- At 21 is one of our youngest service users and has attended the Centre regularly until recently.
- He has lived abroad in Germany and knows the language well.
- He recently gained employment and now works as a production operative in the food sector.

Boris is from Bulgaria and is a regular ESOL and Life skills class attendant. He is an amiable student who gets on very well with the rest of the group. His knowledge of English is at the intermediate level.

He has travelled around Europe and has a good knowledge of the German language. Boris aims to gain confidence in spoken English and has made significant progress. His hard work in this area is also very evident. Boris has often stated how much he enjoys coming to Diversity House.

Boris enjoys learning about British values, citizenship, life, and social skills, as well as learning and sharing about the cuisine and cultures of the other service users in his group.

He loves volunteering around the Diversity House Centre, where he is always ready to assist in whatever ways he can, especially during the recent coronation of King Charles III.

Since he started attending the Centre six months ago, Boris has grown in confidence and has now begun work in the food processing sector, where I am sure he will be a great asset.

Despite starting work, Boris happily drops in at the Centre on Fridays to interact and catch up with the other service users with whom he has developed a friendship.

### Testimonial Four: Zdravka (Alias)



#### **FACT SHEET**

- She has been unemployed for almost two years, apart from a few months of sporadic work.
- Mother of two children below the age of 6 years old, one boy and one girl
- She had previously worked as a nursing assistant in health care in hospitals and the community.
- She has previously worked as a ward hostess in hospitals for several years.
- She originally hails from Mauritius but has lived in the UK for over 14 years.
-

Zdravka is a retired Bulgarian teacher who now lives in Sittingbourne with her children. She has mobility issues – problems with her legs. She is a hard-working service user who works hard to improve her English. She is swift on the uptake and takes corrections and suggestions on board. Her reading and writing are improving, and we are working very hard at getting her to respond in English when spoken to. I can report that we are also making good progress in this regard.

As one of our older service users, Zdravko is a very generous woman who often bakes and brings gifts to the group. She is very liked by the other group members and enjoys learning about British values and learning and sharing about the cuisine and cultures of the different service users in her group.

Zdravka enjoys attending the ESOL and Life Skills class, where she learns about British culture, values, citizenship, and the cultures and cuisines of other service users. She has gained so much confidence that she now attends the weekly essential IT classes for beginners, sewing class, armchair yoga, and the well-being hub for her vital health checks.

Zdravka had this to say about her confidence and skills:

*"I am pleased that I have gained English skills and the confidence to interact in the English language with my grandchildren, whom I look after during holidays. I am making new friends here in the Centre, especially with the ladies in the sewing class and armchair yoga. I look forward to coming to the Centre every day. It is helping to reduce loneliness".*

## **5.0. Intersectionality**

The CWGIE team discovered that the factors undermining the service users were not binary; several interrelated and overlapping problems were present, catalysing their disadvantages and deprivation. Some of the intersecting factors identified were:

- Living in a deprived ward with no access to resources such as transportation, GP, and dental services, among others
- Being elderly and living on one's own
- Coming from a BAME background
- Disability
- Being unemployed

Considering this understanding, the project team employed an intersectional lens to create and implement interventions to address the recurring and prominent causes of disempowerment throughout the project and beyond.

Implementing intersectionality in this programme required the project team to proactively identify and address inequities in practice and delivery. The group looked for novel approaches to tackling social and health issues from inclusive and social justice perspectives. Upon contacting the programme, an extensive evaluation using our Individual Learning Plan (ILP) is conducted to investigate each service user's situation.

After that, a customised intervention package with predetermined outcomes is designed for the person.

## **6.1.Budget**

At the Grant Induction Meeting - on September 1 2022, with the TNLCF team (Grant Officers), the budget agreed upon is as follows:

Project Budget:

£456,032 over three years of a total project cost of £483,162.

After this initial meeting, further talks with the Grant Officers took place, which explored possible ways for the project to increase the costs for rent/accommodation. It was agreed that the budget for the funded three years should be used to cover year one and that further application should be made to the Lottery for the rent of years 2 and 3 and the cost of living.

The expenditure sheet is below:



	Nov-22	Dec-22	Jan-23	Feb-23	Mar-23	Apr-23	May-23	Jun-23	Jul-23	Aug-23	Sep-23	Oct-23	Total
	Actuals	Actuals	Actuals	Actuals	Actuals	Actuals	Actuals	Actuals	Actuals	Actuals	Actuals	Actuals	
	73,358.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00		73,358.00
	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00		0.00
<b>Total Income</b>	<b>73,358.00</b>	<b>0.00</b>		<b>73,358.00</b>									
													0.00
<b>STAFF</b>													
Executive Project Manager		2,603.26	3,555.09	3,555.09	3,555.09	3,555.09	3,555.09	3,555.09	3,555.09	3,555.09	3,555.10	3,555.10	38,154.18
Administrator		0.00	278.10	0.00	0.00	439.40	307.39	307.39	307.39	307.39	270.92	270.92	2,488.90
Project Officer		0.00	0.00	492.36	579.25	579.25	579.25	978.24	1,050.00	1,200.00	1,040.00	0.00	6,498.35
Community Navigator/Mentor		0.00	0.00	187.00	0.00	445.41	0.00	0.00	0.00	284.42	1,248.04	1,248.04	3,412.91
Community Navigators		0.00	1,543.79	1,464.71	1,738.43	1,168.97	1,730.83	1,493.59	1,381.23	1,893.15	1,674.64	1,518.57	15,607.91
Part-Time Trainer		0.00	315.00	420.00	315.00	525.00	150.00	0.00	0.00	0.00	0.00	0.00	1,725.00
Part-Time Trainer		0.00	420.00	420.00	570.00	570.00	525.00	525.00	525.00	420.00	430.00	495.00	4,900.00
Part-Time Trainer		0.00	250.00	250.00	250.00	250.00	250.00	250.00	250.00	250.00	250.00	250.00	2,500.00
Recruitment, Advertising and Expenses		0.00	0.00	963.00	0.00	0.00	0.00	66.85	0.00	0.00	0.00	408.00	1,437.85
Rent		2,475.00	5,906.25	2,475.00	2,945.00	27,900.00		12,000.00	24,000.00				77,701.25
Professional Fees				1,107.61		187.00	392.20			600.00	118.75	1,908.00	4,313.56
Office Costs			71.00	679.56	1,083.98	84.82	369.76	164.85	200.68	1,653.91	1,371.99	10.00	5,690.55
Staff Training			78.00				1,230.00						1,308.00
Volunteer Costs											61.60	41.60	103.20

Evaluation										<b>0.00</b>			<b>0.00</b>
Travel Expenses				<b>40.03</b>	<b>510.99</b>		<b>9.00</b>			<b>35.00</b>			<b>595.02</b>
Equipment			<b>226.79</b>	<b>275.04</b>	<b>26.92</b>		<b>576.00</b>						<b>1,104.75</b>
Marketing				<b>650.00</b>	<b>40.00</b>								<b>690.00</b>
<b>Total Expenditure</b>	<b>0.00</b>	<b>5,078.26</b>	<b>12,417.23</b>	<b>12,704.36</b>	<b>11,587.74</b>	<b>35,704.94</b>	<b>9,098.52</b>	<b>19,341.01</b>	<b>31,269.39</b>	<b>10,198.96</b>	<b>10,021.04</b>	<b>9,705.23</b>	<b>167,126.68</b>
<b>Profit/Loss</b>	<b>73,358.00</b>	<b>-5,078.26</b>	<b>-12,417.23</b>	<b>-12,704.36</b>	<b>-11,587.74</b>	<b>-35,704.94</b>	<b>-9,098.52</b>	<b>-19,341.01</b>	<b>-31,269.39</b>	<b>-10,198.96</b>	<b>-10,021.04</b>	<b>-9,705.23</b>	<b>-93,768.68</b>
		<b>68,279.74</b>	<b>55,862.51</b>	<b>43,158.15</b>	<b>31,570.41</b>	<b>-4,134.53</b>	<b>-13,233.05</b>	<b>-32,574.06</b>	<b>-63,843.45</b>	<b>-74,042.41</b>	<b>-84,063.45</b>	<b>-93,768.68</b>	



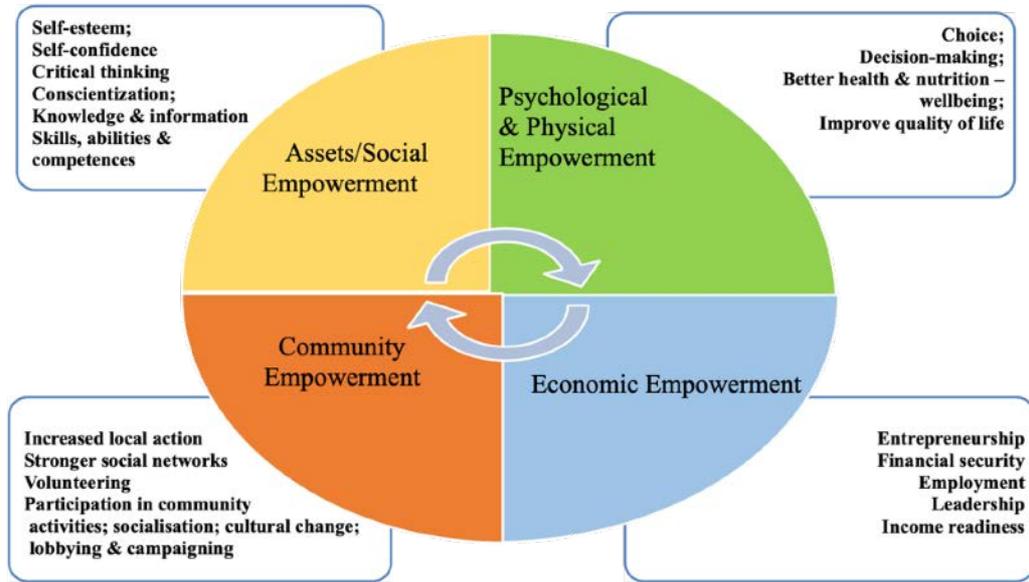


# **Appendix 1. Intersectionality Framework for CWGIE**



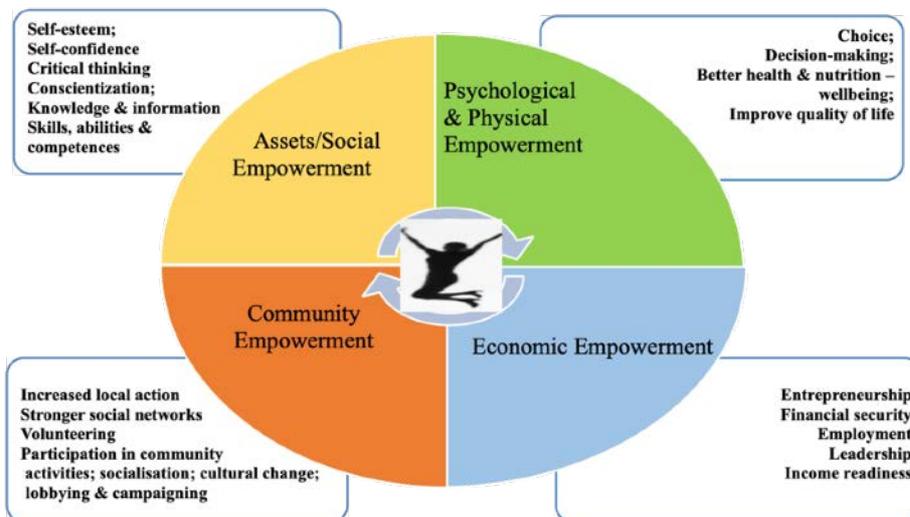


**Fig 2. The Vision & theory of change for the CWGIE project**



## Appendix 2: The Vision & Theory of Change for CWGIE

Fig 2. The Vision & theory of change for the CWGIE project



# Appendix 3. Press Release

## **For immediate release**

Diversity House celebrates after receiving over £450000 amount in National Lottery funding.

Diversity House, based in Sittingbourne, is celebrating today after being awarded £456,032 in funding from The National Lottery Community Fund, the largest funder of community activity in the UK.

Diversity House intends to use the funds to establish a "Centre for Women and Girls Innovation and Empowerment" (CWGIE). The CWGIE project aims to expand a whole-system approach to prevention and intervention in Swale to address the vast chasm created by the global pandemic and years of gender inequality among women and girls.

The funding will allow Diversity House to establish a cutting-edge centre where women and girls can access resources under one roof to achieve positive outcomes in four core empowerment domains: economic, social, community, psychological and physiological empowerment. Achievement in these areas will allow them to take charge of their lives.

It will also ensure that Diversity House provides inclusive activities that assist men in learning about how society is gendered, thus championing women's empowerment and gender equality. The project's activities will contribute to the Swale Borough Council's strategic priorities of building skills for a robust economy. At the same time, Diversity House will benefit from strengthened research and practical skills on gender issues.

This new National Lottery funding is intended to reach and directly impact at least 800 women and girls and 200 men by the end of the project's lifespan. Capacity building, leadership development, employment and entrepreneurial skills, life and social skills, and other activities will be part of the project. The project activities will begin immediately, and anyone interested in participating should visit the Centre at ISP House, Church Street, Sittingbourne, ME10 3EG, or call the office at 01795420455. Potential project participants can also express their interest by emailing [info@diversityhouse.org.uk](mailto:info@diversityhouse.org.uk).

National Lottery players raise over £30 million weekly for good causes across the UK. The National Lottery Community Fund distributes a share of this to projects to support people and communities to prosper and thrive.

Project spokesperson Gloria Opara, Project Oversight Committee Lead at the project, said: "Thanks to National Lottery players, this grant means that we can empower more women to develop their self-worth, make the right choices and control their life outcomes irrespective of their environment, and our team at Diversity House are very excited at the many positive outcomes that are anticipated from this project which has been made possible by this National Lottery funding. This will make a big difference in people's lives."

To find out more, visit [www.TNLCommunityFund.org.uk](http://www.TNLCommunityFund.org.uk).

-ends-

#### Contact

Bradley Page, [Bradley.Page@tnlcommunityfund.org.uk](mailto:Bradley.Page@tnlcommunityfund.org.uk), 07970 551541

Pictures are available upon request.

#### Notes to Editors:

##### About The National Lottery Community Fund

We are the largest funder of community activity in the UK – we support people and communities to prosper and thrive.

We're proud to award money raised by National Lottery players to communities across England, Scotland, Wales, and Northern Ireland and to work closely with the Government to distribute vital grants and funding from crucial Government programmes and initiatives.

Our funding positively impacts and makes a difference in people's lives. We support projects focussed on economic prosperity, employment, young people, mental health, loneliness and helping the UK reach net zero by 2050.

Thanks to the support of National Lottery players, our funding is open to everyone. We're privileged to work with the smallest of local groups right up to UK-wide charities, enabling people and communities to bring their ambitions to life.

National Lottery players raise over £30 million weekly for good causes throughout the UK. Since The National Lottery began in 1994, £43 billion has been submitted for good reasons. National Lottery funding has supported over 635,000 projects - 255 per postcode area.

[Website](#) | [Twitter](#) | [Facebook](#) | [Instagram](#)



**Diversity House**  
Centre for Innovation, Development and  
Empowerment



SUPPORT. DIGNITY. RESPECT.

**Diversity House application to the National  
Lottery Community Fund – project targets**

Outcome	Indicator	By end of Year 1	By end of Year 2	By end of Year 3 (end of project)
Engagements	Women and Girls	150	350	800
	Men	50	100	200
Total:			<b>1000</b>	

Outcome	Indicator	By end of Year 1	By end of Year 2	By end of Year 3 (end of project)
<b>Outcome 1</b> – women and girls will report improved confidence and motivation with accessing available local resources (for expanding horizons and opportunities).	The number of individuals reported a marked improvement in their confidence and motivation.	105/150 70%	245/350 70%	<b>560/800 70%</b>
	The number of individuals reported a marked improvement in their accessibility to local resources.	75/150 50%	175/350 50%	<b>400/800 50%</b>
<b>Outcome 2</b> – women and girls will report an improvement in opportunities, gaining new skills for employability or entrepreneurship, furthering their education, or developing their career pathway.	Many individuals report a marked improvement in their employability and capacity for business skills.	90/150 60%	210/350 60%	<b>480/800 60%</b>
	Many individuals report a marked improvement in their employability and further education opportunities and pathways.	75/150 50%	175/350 50%	<b>400/800 50%</b>
<b>Outcome 3</b> – girls will actively engage in after-school and college clubs	Number of individuals reporting attendance to after-school and after-college clubs.	15/150 10%	35/350 10%	<b>80/800 10%</b>

<p><b>Outcome 4</b> – women and girls will report improved psychological and physiological well-being to help them develop and maintain their independence (through the six ways to well-being).</p>	<p>Several individuals reported a marked improvement in their psychological well-being, including mental health, aspirations, and resilience.</p>	<p>75/150 50%</p>	<p>175/350 50%</p>	<p><b>400/800</b> <b>50%</b></p>
	<p>Several individuals reported a marked improvement in their physiological well-being, including a healthy lifestyle, healthy eating, and physical resilience.</p>	<p>750/150 50%</p>	<p>175/350 50%</p>	<p><b>400/800</b> <b>50%</b></p>
<p><b>Outcome 5</b> – women and girls will report improved accessibility to volunteering opportunities and progress in their feelings of social isolation.</p>	<p>Several individuals reported a marked improvement in their accessibility to volunteering opportunities.</p>	<p>105/150 70%</p>	<p>245/350 70%</p>	<p><b>560/800</b> <b>70%</b></p>
	<p>The number of individuals reported marked improvement in their feelings of social isolation.</p>	<p>75/150 50%</p>	<p>175/350 50%</p>	<p><b>400/800</b> <b>50%</b></p>
<p><b>Outcome 6</b> – men and boys will actively understand and address women's issues and the part that men and boys can play in helping facilitate change.</p>	<p>Several individuals reported a marked improvement in their understanding of women's issues.</p>	<p>20/50 40%</p>	<p>40/100 40%</p>	<p><b>80/200</b> <b>40%</b></p>
	<p>Several individuals reported a marked improvement in their role in facilitating change and sharing awareness with other men and boys.</p>	<p>10/50 20%</p>	<p>20/100 20%</p>	<p><b>40/200</b> <b>20%</b></p>



## Centre Timetable

MONDAY

DIGITAL CAFÉ	TRAINING CENTRE	LIBRARY ROOM	SEWING STUDIO
	COFFEE MORNING 9.30am-11.30am	ARMCHAIR EXERCISE 9am – 10am	
INTERNET & DIGITAL SKILLS 2pm -4pm	WARM HUB 9.30am – 12pm	MENTORING DROP-IN 12pm – 1pm	
BUSINESS SKILLS 2.50pm – 3.50pm	CAREER ADVICE 1pm - 2pm	GROUP/INDIVIDUAL STUDY 2pm – 4.30pm	

TUESDAY

DIGITAL CAFÉ	TRAINING CENTRE	LIBRARY ROOM	SEWING STUDIO
ESSENTIAL IT SKILLS 10am-12pm	EAT SMART MOVE SMART 10am -12pm	BUILDING RESILIENCE WORKSHOP	SEWING CLASS 10am to 1.30pm
BUSINESS SKILLS 2pm-3pm	SELF ESTEEM & CONFIDENCE WORKSHOP	MENTORING DROP-IN 10.30am-11.30am	
CITIZENSHIP CLASS 3.30pm-4.30pm	"ON THE SOFA"	MAKING OF A CHAMPION WORKSHOP	

WEDNESDAY

DIGITAL CAFÉ	TRAINING CENTRE	LIBRARY ROOM	SEWING STUDIO
	YOGA CLASS 9.30am – 10.30am	SKILLS DEVELOPMENT CLASS 12pm -1pm	
DEALING WITH ANXIETY WORKSHOP	CITIZENSHIP CLASS 10.30am – 11.30am	MENTORING DROP-IN 3pm – 4pm	
	HEALTH CLASS 1pm - 4pm	HEALTHY & STRONG RELATIONSHIPS WORKSHOP	

THURSDAY

DIGITAL CAFÉ	TRAINING CENTRE	LIBRARY ROOM	SEWING STUDIO
WOMEN EMPOWERMENT WORKSHOP	BUSINESS SKILLS 10am- 11.30am	COFFEE MORNING 9am -10am	
MENTAL HEALTH & STIGMA WORKSHOP	ECONOMICS CLASS 1pm-2pm	CAREER ADVICE 12pm -1pm	
	ONE TO ONE SUPPORT & ADVICE	WORKPLACE COACHING 2.30pm -3.30pm	

FRIDAY

DIGITAL CAFÉ	TRAINING CENTRE	LIBRARY ROOM	SEWING STUDIO
BUSINESS SKILLS CLASS 9am -10.30am	YOGA CLASS 9.30am – 10.30am	ESOL CLASS 10am -12pm	SEWING BOX CAFÉ 10am – 4pm LAST FRIDAY OF THE MONTH
UPSKILLING CLASS 10.45am – 12.15pm	LITERACY CLASS 10am – 11.30am	LIFE & SOCIAL SKILLS CLASS 12.45pm -2.15pm	
	COOKERY SESSION 10am – 12.30pm	EMPLOYABILITY CLASS 2.30pm – 3.45pm	
CYBER SECURITY WORKSHOP	PRESENTATION SKILLS CLASS 1.45pm -3pm	ASSERTIVENESS & SELF CONFIDENCE WORKSHOP	
MENTORING DROP-IN 4pm – 5pm		NETWORKING & OPEN HOUSE GUEST SPEAKER	



ALL WORKSHOP SESSIONS ARE AVAILABLE ONLINE OR FACE TO FACE EITHER FORTNIGHTLY OR ONCE A MONTH. ALL ENQUIRIES AND TO BOOK YOU PLACE PLEASE SCAN THE QR CODE FOR FURTHER DETAILS CALL 01795 420455 OR EMAIL: [info@diversityhouse.org.uk](mailto:info@diversityhouse.org.uk)

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