

OCTOBER 2022 - NOVEMBER 2025

CENTRE FOR WOMEN AND GIRLS' INNOVATION &
EMPOWERMENT

CWGIE YEAR THREE FINAL REPORT



diversityHOUSE

**Centre for
Women & Girls'**
Innovation and Empowerment (CWGIE)

Prepared by: Diversity House

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Executive Summary

The Centre for Women and Girls' Innovation and Empowerment (CWGIE) project, delivered by Diversity House, has successfully concluded its third and final funded year (October 2024 – November 2025), demonstrating sustained, measurable, and transformative impact across Swale and neighbouring areas. Over three years, the project has grown in scope, reach, and complexity—empowering women, girls, men, and families through a comprehensive programme of digital inclusion, skills development, wellbeing support, employability progression, cultural integration, and gender-equality advocacy.

This Executive Summary provides a consolidated overview of achievements across Years One, Two, and Three, complemented by Year Three highlights, strategic advancements, lessons learned, and future sustainability and scalability opportunities. The full report concludes with a comparative analysis across the three years and a detailed Social Return on Investment (SROI) assessment.

Summary of Achievements Across the Three Years

Year One (October 2022 – November 2023): Foundations and Trust-Building

- **Total attendances:** 3,473
- **Unique individuals engaged:** 462
- **Sessions delivered:** 567
- **Participant hours:** 6,761

Year One focused on establishing trust, building visibility, and developing personalised empowerment pathways. Core activities included ESOL, digital skills, wellbeing support, community integration, and the introduction of Individual Learning Plans (ILPs).

Year Two (November 2023 – October 2024): Expansion and Strengthening Pathways

- **Total attendances:** 3,016
- **Sessions delivered:** 483
- **Unique individuals engaged:** 509
- **Participant hours:** 11,415

CWGIE expanded significantly, offering more robust digital and vocational pathways, deepening partnerships with education and employment providers, and enhancing monitoring systems for stronger evaluation and accountability.

Year Three (October 2024 – November 2025): Consolidation, Scale, and Deepened Impact

- **Total attendances:** 4542
- **Sessions delivered:** 644
- **Unique individuals engaged:** 782
- **Participant hours:** 579721

Demand in Year Three rose sharply for ESOL, digital literacy, employability support, food security interventions, and mental health services. The project successfully consolidated previous gains while expanding outreach into schools, neighbourhood hubs, community spaces, and transport networks.

Totals Across the Three Years

- **Total attendances:** 13211
- **Total unique individuals engaged:** 1684
- **Total sessions delivered:** 2032
- **Total participant hours:** 5823505
- **Total female attendances:** 8616
- **Total male attendances:** 3719

These figures reflect consistent year-on-year growth, strengthened community trust, and expanding reach across diverse demographic groups.

Year Three Key Highlights and Achievements

Outcome Performance

- **78%** improved confidence (exceeding target of 70%)
- **70%** improved employability/business skills
- **74%** reduced social isolation
- **65%** improved physical wellbeing
- **65%** of men increased understanding of women's issues
- **75%** of men engaged in gender-equality advocacy

Key Intervention Areas

- **Digital Inclusion:** 2,000+ attendances; increased digital literacy, employability, and online safety.
- **Employability Support:** CV building, job fairs, employer talks, and work placements through partnerships with Nandos, EVOS, Sittingbourne School, Westlands School, KCRP, Eden Training, and Swale CVS.
- **Vocational Development:** Practical skills in sewing, cooking, and creative production supporting pathways into self-employment.
- **Mental & Physical Wellbeing:** Counselling, yoga, music therapy, walking groups, and health checks.
- **ESOL & Conversation Clubs:** Continuous ESOL provision, reinforced with real-life travel learning in partnership with KCRP.
- **Cultural & Community Engagement:** Heritage & Cultural History Month, International Women's Day, VE/VJ Day, and intercultural celebrations fostering cohesion and social capital.

Strategic Developments

- Enhanced and personalised ILPs
- Strengthened outreach and community-embedded delivery
- Increased male allyship and gender-equality education
- Improved multi-agency collaboration and referral pathways
- Advanced monitoring, reporting, and evaluation through Lamplight

Lessons Learned

- Early intervention in schools is crucial for improving girls' confidence and aspiration.
- ESOL, digital inclusion, and vocational training remain high-demand, high-impact services.
- Decentralised hubs reduce participation barriers linked to transport, language, and childcare.
- Male allyship programming is essential for long-term cultural and behavioural change.
- Multi-agency collaboration enhances continuity, resilience, and holistic support.

Sustainability and Scalability

The CWGIE model has proven to be both **replicable** and **scalable**, offering valuable opportunities for long-term sustainability:

Sustainability

- Embedded multi-agency partnerships position the programme for continued delivery beyond initial funding.
- Strong community trust and consistent high attendance provide a stable user base for future initiatives.
- The expanded data-driven approach strengthens evidence for future funding and commissioning.
- Established pathways (ESOL → digital skills → employability → self-reliance) support long-term independence for beneficiaries.

Scalability

- The modular programme structure allows replication across other Kent districts and wider UK regions.
- Successful outreach hubs in schools, libraries, and community centres can be expanded into a “hub-and-spoke” model.
- The male-allyship framework presents a scalable model for gender-equality programmes nationwide.
- Digital inclusion and vocational workshops can be adapted into hybrid or mobile delivery formats.

Forward Look and Value for Money

The final section of the report presents a comparative analysis across all three years and a detailed SROI evaluation, demonstrating:

- **£6,696,200 total social value created**
- **£3,348,100 net social value**
- **SROI ratio: £1 invested → £7.34 returned in social value**

These findings confirm that CWGIE **exceeded expectations**, generated substantial and lasting social value, and established a strong foundation for sustainable, scalable empowerment and inclusion initiatives across Swale and beyond.

The CWGIE project stands as a model of best practice in intersectional empowerment, community resilience, and gender-equality transformation.

2. Introduction

2.1 Background of the CWGIE Project

The Centre for Women and Girls' Innovation and Empowerment (CWGIE) project was established by Diversity House to support women and girls across Swale and surrounding areas through empowerment-focused, educational, and innovation-driven interventions. Rooted in an **intersectional lens**, the project recognises that women and girls experience overlapping social, economic, cultural, and psychological barriers shaped by factors such as ethnicity, age, disability, migration status, socio-economic background, and family circumstances. By addressing these intersecting inequalities, CWGIE provides holistic, person-centred support that promotes gender equality, self-reliance, and active community participation.

2.2 Project Purpose and Vision

The purpose of the CWGIE project is to create an enabling environment where women and girls—particularly those facing multiple and overlapping disadvantages—can thrive, lead, and contribute meaningfully to their communities. Guided by an **intersectional empowerment approach**, the project's vision is to equip participants with the knowledge, skills, and confidence necessary to foster personal growth, enhance social inclusion, and achieve economic independence. This ensures that support is responsive to diverse identities, lived experiences, and structural barriers.

2.3 Long-Term Goals and Strategic Alignment

The CWGIE project aligns with Diversity House's mission of fostering community integration, reintegration, inclusion, cohesion, and empowerment. Its long-term goals include:

- Enhancing women's employability and entrepreneurship.
- Improving health literacy and overall wellbeing across diverse demographic groups.
- Promoting skills acquisition and independence, tailored to participants' varied needs and starting points.
- Strengthening community networks and intersectional support systems.
- Promoting cultural awareness, diversity, and inclusivity.

These aims are strengthened by CWGIE's intersectional approach, which ensures equitable access and meaningful engagement for women and girls from all backgrounds. The project contributes to broader national and international frameworks, including the UK Equality Act 2010, the Public Sector Equality Duty, the UN Sustainable Development Goals (SDGs 1: No Poverty; 2: Zero Hunger; 3: Good Health and Wellbeing; 4: Quality Education; and 5: Gender Equality), and Kent County Council's equality, diversity, and inclusion priorities.

2.4 Intersectionality and Inclusive Practice at CWGIE: Principles, Implementation, and Impact

2.4.1 Understanding Intersectionality within the CWGIE Framework

Intersectionality is a core guiding principle of the Centre for Women and Girls' Innovation and Empowerment (CWGIE) project. It recognises that women and girls do not experience gender in isolation; instead, their opportunities and barriers are shaped by the interaction of multiple factors such as ethnicity, migration status, religion, socioeconomic background, language, disability, age, family structure, and lived experience of trauma.

CWGIE adopts an intersectional approach not only as an analytical tool but as a **practical, operational framework** that informs programme design, delivery, monitoring, evaluation, and stakeholder engagement. This ensures that every participant is seen, heard, and supported within the context of her lived realities.

2.4.2 Why Intersectionality Matters for Empowerment

Women and girls in Swale and surrounding areas face complex, overlapping inequalities. For many, these include:

- Language barriers and limited access to ESOL provision
- Refugee and migrant integration challenges
- Income insecurity, unemployment, and underemployment
- Gender-based violence and trauma
- Mental health vulnerabilities
- Low digital literacy
- Limited childcare or transport access
- Social isolation linked to cultural norms or discrimination

By applying an intersectional lens, CWGIE acknowledges that these issues compound differently for different individuals. This enables the programme to deliver **tailored interventions**, improve accessibility, and ensure equity rather than one-size-fits-all solutions.

2.4.3 Translating Intersectionality into Practice

Intersectionality within CWGIE is implemented through a combination of **trauma-informed, anti-oppressive, culturally competent, and person-centred approaches**. This is reflected in:

a) Programme Design

- Co-created learning pathways based on participants' gender, cultural identity, migration journey, skills level, and aspirations.
- ESOL delivered through culturally familiar contexts—recipes, childcare, travel, employment—reducing barriers to participation.
- Digital inclusion sessions adapted for different literacy levels and cultural learning preferences.

b) Service Accessibility

- Community-based satellite hubs to address transport and childcare challenges.
- Multilingual staff, volunteers, and interpreters supporting communication and trust-building.
- Flexible drop-in structures accommodating women with complex schedules or caring responsibilities.

c) Casework and Support

- Individual Learning Plans (ILPs) personalised through intersectional assessment of strengths, vulnerabilities, and goals.
- Trauma-informed counselling and wellbeing services tailored for survivors of domestic abuse, displacement, or social exclusion.
- Advocacy recognising the power imbalances and systemic discrimination affecting many participants.

d) Monitoring and Evaluation

- Evidence collection on protected characteristics, multiple disadvantage, and social determinants.
- Use of Lamplight to monitor trends across gender, ethnicity, age, socio-economic status, disability, language level, and participation frequency.
- Outcome measures designed to reflect diverse starting points and intersectional progress.

2.4.4 Intersectionality and Community Cohesion

CWGIE's intersectional lens extends beyond women and girls. The project actively engages:

- **Men and boys** through male allyship programmes addressing gender norms, family wellbeing, and violence prevention.
- **Families** through intergenerational activities and cultural awareness events.
- **Community partners** to promote integrated, holistic support across sectors.

This approach enhances community stability, reduces social tensions, and strengthens mutual understanding among diverse groups.

2.4.5 Impact of an Intersectional Approach

The programme's intersectional model has contributed to key achievements across Years One–Three, including:

- Increased confidence and digital skills among women from marginalised groups
- Higher participation from migrant and refugee populations
- Improved employability for women facing multiple barriers
- Reduced social isolation among those experiencing cultural or linguistic exclusion
- Stronger advocacy outcomes for participants with complex trauma or safeguarding needs
- Growth in male allyship and cross-cultural understanding

Intersectionality has enabled CWGIE to deliver **equitable**, not just equal, opportunities—ensuring that those with the greatest disadvantages receive the most responsive support.

2.4.6 Alignment with Policy and Best Practice

The intersectional model strongly aligns with:

- The UK Equality Act 2010 and Public Sector Equality Duty
- The UN Sustainable Development Goals (SDGs 1, 3, 4, 5, and 10)
- Local authority equality frameworks
- NHS Core20PLUS5 focus on health inequalities
- Best practice in gender-responsive, trauma-informed community development

This positions CWGIE as a **sector-leading model** for inclusive empowerment and integrated community support.

2.4.7 Moving Forward: Strengthening Intersectional Practice

To enhance its intersectional impact further, CWGIE will:

- Expand culturally specific outreach and partnership networks
- Increase multilingual and multi-format learning materials
- Continue training staff and volunteers in anti-oppressive and trauma-informed approaches
- Strengthen data disaggregation to refine targeted interventions
- Deepen work with men, boys, and families to address gender inequality at its roots

2.5 Years One and Two Recap: Key Findings and Progress Made

During its first two years, the Centre for Women and Girls' Innovation and Empowerment (CWGIE) project made substantial progress in advancing empowerment, social inclusion, and community development across Swale and neighbouring areas. The project has become a vibrant hub for learning, connection, and transformation—providing a safe, inclusive, and culturally sensitive space where women and girls from varied backgrounds can build essential skills, confidence, and networks.

A key strength of CWGIE's approach in Years One and Two was the **intentional application of an intersectional framework**, enabling the team to understand and address the complex realities faced by participants, including migrant women, lone parents, survivors of trauma, ethnic minority communities, and individuals with limited digital or English-language proficiency. This ensured that activities, support pathways, and outreach strategies were tailored, equitable, and impactful.

The combined achievements of the first two years demonstrate CWGIE's growing influence and effectiveness as a holistic and intersectionally informed empowerment model. These achievements laid strong foundations for the project's expanded impact in Year Three.

Year One Achievements (October 2022 – November 2023)

During Year One, CWGIE successfully established the foundation for a sustainable empowerment model. The year focused on setting up programme structures, developing resources, and building participant trust and engagement. Key highlights achieved by the Diversity House project team include:

- **Programme Delivery:** Approximately 567 sessions covering empowerment, education, health, and community-building activities.
- **Participant Engagement:** Around 462 women and girls engaged, representing diverse cultural and socio-economic backgrounds.
- **CWGIE Empowerment Framework:** Introduced four interconnected dimensions—Asset/Social, Psychological & Physical, Economic, and Community Empowerment—providing a holistic approach to individual and community growth.
- **Vocational Skills Development:** Delivered workshops in sewing, jewellery making, and entrepreneurship, enhancing participants' employability and income-generation potential.
- **Health & Wellbeing:** Facilitated mental and physical health sessions in partnership with NHS Medway & Swale and KCC Public Health, addressing resilience, physical fitness, and social connection.
- **Digital Inclusion:** Provided IT and digital literacy training to improve confidence, employability, and access to essential online services.
- **Cultural Awareness:** Promoted intercultural understanding through events such as International Women's Day and Cultural History Month.
- **Partnerships & Sustainability:** Strengthened collaboration with local authorities, voluntary organisations, and training providers to extend programme reach and sustainability.

Year Two Achievements (November 2023 – October 2024)

Building on the strong foundation from Year One, Year Two focused on expanding programme delivery, deepening engagement, and diversifying activities. Key achievements include:

- **Programme Delivery:** 483 sessions delivered, totaling 11,415 participant hours.
- **Participant Reach:** Engaged 509 individual women and girls, with 3,016 repeat attendances recorded via the Lamplight database.
- **Vocational & Digital Skills:** Expanded training in jewellery making, cookery, sewing, and IT, providing tangible pathways to self-employment and economic independence.
- **Wellbeing & Mental Health:** Delivered workshops and psychosocial support services that enhanced confidence, self-esteem, resilience, and stress management for participants experiencing multiple social and economic pressures.
- **Community Participation:** Strengthened networks and social inclusion initiatives, fostering connection and community cohesion.

Challenges: Persistent barriers included the cost-of-living crisis, childcare responsibilities, transport limitations, and uneven participation across communities, with Faversham engagement lower than Sittingbourne and Isle of Sheppey.

Despite these challenges, CWGIE continued to deliver significant value through innovative service delivery, responsive leadership, and strong community partnerships. Lessons from Year

Two directly informed the strategic objectives for Year Three, ensuring that the project remains adaptive, inclusive, and evidence-led while focusing on consolidation, expansion, and sustainability.

Scope of the Year Three Evaluation

The Year Three evaluation (October 11, 2024 – November 30, 2025) provides a comprehensive overview of CWGIE’s objectives, planned adjustments, and implementation strategies. This evaluation assesses progress against previous years and outlines approaches to:

- Enhance accessibility through community-based sessions
- Strengthen mental health and wellbeing support
- Expand vocational skills development and digital inclusion
- Promote male allyship and gender equality initiatives
- Implement a robust monitoring and evaluation framework to ensure evidence-based planning and long-term sustainability

3. Objectives for Year Three

Building on the successes and lessons learned from Years One and Two, CWGIE’s Year Three objectives were designed to deepen impact, foster inclusivity, and enhance the sustainability of empowerment outcomes across Swale and surrounding areas. Each objective incorporates an intersectional and participant-centred approach to ensure equitable access and meaningful engagement.

3.1 Enhanced Community-Based Accessibility

Deliverable: Expand community-based satellite sessions in rural and underserved areas to improve accessibility for participants facing transportation challenges.

Adjustment: Strengthen partnerships with local community centres, libraries, and outreach hubs to provide accessible venues and ensure service continuity.

3.2 Deepened Mental Health and Resilience Support

Deliverable: Scale mental health and wellbeing initiatives, integrating workshops, peer support, and stress management programmes into the project framework.

Adjustment: Collaborate with mental health professionals and partner organisations to provide specialised counselling, referral pathways, and targeted support for participants experiencing multiple forms of disadvantage.

3.3 Expansion of Vocational and Employability Skills Training

Deliverable: Broaden vocational and employability programmes to equip participants with practical and market-relevant skills that enhance economic empowerment.

Adjustment: Introduce new vocational courses such as digital skills and entrepreneurship; develop partnerships with local employers for job placements; and explore certification pathways to validate learning achievements.

3.4 Focus on Personalised Development Plans

Deliverable: Refine Individual Learning Plans (ILPs) to track participant progress, achievements, and aspirations throughout the project year.

Adjustment: Increase the frequency of one-to-one mentoring and follow-up sessions to monitor growth, tailor support, and ensure continuity for participants with irregular attendance.

3.5 Increased Male Allyship and Community Engagement

Deliverable: Strengthen male involvement in gender equality and empowerment initiatives to foster an inclusive, community-driven approach to social change.

Adjustment: Implement targeted outreach campaigns using relatable success stories and interactive forums to promote positive male engagement and allyship.

3.6 Comprehensive Project Impact Evaluation

Deliverable: Conduct a detailed evaluation to assess CWGIE's overall effectiveness, sustainability, and contribution to long-term empowerment.

Adjustment: Enhance data collection and analysis through participant surveys, case studies, and feedback tools to ensure clear measurement of project outcomes and post-project support needs.

4. Methodology

The Year Three evaluation adopts a **mixed-methods approach**, combining qualitative and quantitative data to provide a holistic understanding of CWGIE's impact. Key elements include:

- **Data Sources:** Administrative data from the Lamplight case management system, participant surveys, focus groups, interviews, and feedback collected during sessions.
- **Analysis:** Disaggregated by gender, age, ethnicity, socio-economic background, and other relevant intersectional factors to identify trends, gaps, and areas for improvement.
- **Ethical Considerations:** All evaluation activities adhere to ethical practice, ensuring confidentiality, informed consent, and culturally sensitive engagement.
- **Trauma-Informed & Inclusive Approach:** The methodology reflects the project's commitment to trauma-informed support, intersectional inclusion, and community-led participation.
- **Continuous Monitoring:** Ongoing data collection and real-time reporting by the Diversity House project team support responsive decision-making and evidence-based programme adjustments.

This methodology ensures robust, transparent, and actionable findings that inform both the final Year Three assessment and the sustainability and scalability of CWGIE's interventions.

4.1 Quantitative Data Collection

Quantitative data provided clear indicators of progress, engagement, and outcomes. Key tools included:

- **Attendance Logs:** Detailed tracking of number of attendees, session frequency, and unique individuals supported.
- **Outcome Star Assessments:** Monitored progress across areas such as confidence, social skills, and wellbeing.
- **Self-Esteem Scales:** Captured psychological changes over time.
- **Individual Learning Plans (ILPs):** Documented goals, progress, and learning trajectories.
- **Pre- and Post-Training Evaluations:** Offered comparative insights into knowledge gain, skill development, and shifts in empowerment.

All quantitative data were entered into the Lamplight database management system, allowing automated summaries, longitudinal tracking, and cross-cutting analysis.

4.2 Qualitative Data Collection

To complement numerical data, the project gathered rich narrative evidence capturing personal journeys and lived experiences:

- **Case Studies:** Developed through interviews, reflective discussions, and participant observations.
- **Reflective Journals:** Used in some sessions to document emotional and cognitive shifts.
- **Comment Sheets:** Collected feedback after training, workshops, and community engagement activities.
- **Photovoice Narratives:** Participants used photos and captions to express identity, struggles, and transformation, strengthening the empowerment lens of the evaluation.

These insights provided depth to the statistical findings and highlighted the meaning behind the numbers.

4.3. CWGIE Empowerment Framework

The evaluation was guided by CWGIE's *Empowerment Conceptual Model*, ensuring a holistic assessment across four interconnected dimensions:

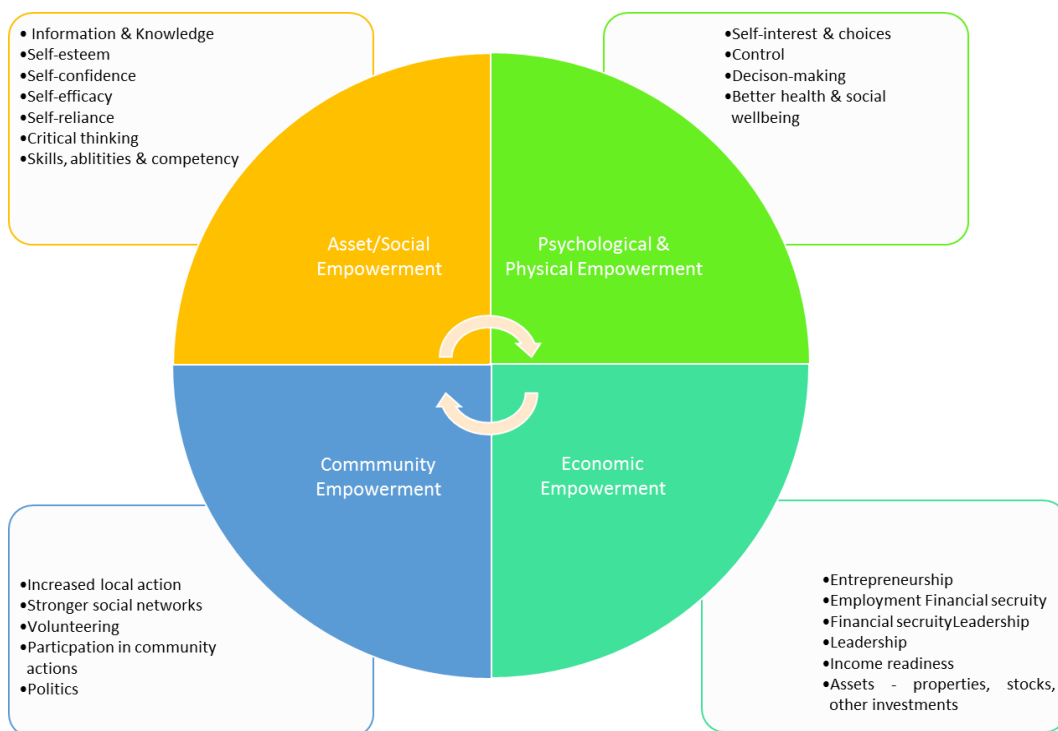


Figure 1: Domains of Women and Girl's Empowerment in Swale

- **Asset/Social Empowerment**
Focus on building support systems, reducing isolation, and strengthening community belonging.
- **Psychological & Physical Empowerment**
Emphasis on confidence, resilience, self-esteem, wellbeing, and personal safety.
- **Economic Empowerment**
Development of skills in employability, digital literacy, financial management, and entrepreneurship pathways.
- **Community Empowerment**
Encouraging participants to lead, influence, and engage in wider civic and community initiatives.

This framework ensured that outcomes were not viewed in isolation but as part of interconnected progress toward long-term individual and collective empowerment.

(Insert Intersectionality Approach – diagram here and discuss briefly)

5. Project Progress Overview – Year Three

To continue realising its vision of empowering women and girls while inclusively engaging men and boys across Swale. Diversity House maintained a strong focus on priorities identified by beneficiaries and community stakeholders. In this third phase of the *Centre for Women and Girls' Innovation and Empowerment (CWGIE)* project, the emphasis was on sustaining empowerment gains, broadening reach, and strengthening partnerships that ensure lasting community transformation.

Building upon the foundations established in the precious years, the year three concentrated on both consolidation and innovation. Activities were delivered across Swale and surrounding areas, addressing the diverse socio-economic and cultural realities of these localities. Efforts continued to target prevention and intervention equipping participants with knowledge, resources, and supportive environments to thrive socially, economically, and psychologically.

The CWGIE project maintained its comprehensive approach by integrating capacity building, health literacy, vocational and digital training, psychological support, and community networking. Collectively, these strategies enhanced participants' motivation, self-reliance, and participation in community life. The table 1 below shows recap on 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 experience enhanced motivation and confidence, enabling them to access local resources and broaden their opportunities and horizons.
Outcome 2	Women and girls will gain improved employability or entrepreneurship skills, advance their educational and career pathways and increase their professional opportunities.
Outcome 3	Girls will actively participate in after-school and college clubs and other educational activities, fostering their engagement and development.
Outcome 4	Women and girls will see improvements in their psychological and physical well-being, promoting independence through the six ways to well-being framework.
Outcome 5	Women and girls will report better access to volunteering opportunities in community and school settings, helping them develop employment-related skills, build confidence and self-esteem, and reduce social isolation.
Outcome 6	Men and boys will gain a deeper understanding of women's issues and actively participate in initiatives that support gender equality and empowerment, fostering an inclusive environment for change.

The six core outcomes established in Year One continued to guide project delivery and evaluation during Year Three. Each outcome was monitored through measurable indicators and aligned to CWGIE's Empowerment Conceptual Framework.

Table 2: Indicator table for year One to Three.

Outcome	Indicator	By end of Year 1	By end of Year 2	By end of Year 3 (end of project)
Outcome 1 – women and girls will report improved confidence and motivation with accessing available local resources (for expanding horizons and opportunities).	Number of individuals reported a marked improvement in their confidence and motivation.	105/150 70%	245/350 70%	560/800 70%
	Number of individuals reported a marked improvement in their accessibility of local resources.	75/150 50%	175/350 50%	400/800 50%
Outcome 2 – women and girls will report an improvement in opportunities, gaining new skills for employability or entrepreneurship, furthering their education, or developing their career pathway.	Number of individuals reporting a marked improvement in their employability and/or business skills capacity.	90/150 60%	210/350 60%	480/800 60%
	Number of individuals reporting a marked improvement in their employability and/or further education opportunities and pathways.	75/150 50%	175/350 50%	400/800 50%
Outcome 3 – 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%	80/800 10%
Outcome 4 – women and girls will report improved psychological and physiological wellbeing to help them develop and maintain their independence through the six ways to wellbeing	Number of individuals reporting a marked improvement in their psychological wellbeing including mental health, aspirations, and/or mental resilience.	75/150 50%	175/350 50%	400/800 50%
	Number of individuals reporting a marked improvement in their psychological and wellbeing, including healthy lifestyle, healthy eating, and/or physical resilience.	75/150 50%	175/350 50%	400/800 50%
Outcome 5 – women and girls will report improved accessibility to volunteering opportunities and	Several individuals reported a marked improvement in their accessibility to volunteering opportunities.	105/150 70%	245/350 70%	560/800 70%

progress in their feelings of social isolation	The number of individuals reported marked improvement in their feelings of social isolation.	75/150 50%	175/350 50%	400/800 50%
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.	Number of individuals reported a marked improvement in their understanding of women's issues.	20/50 40%	40/100 40%	80/200 40%
	Number of individuals reported a marked improvement in their role in facilitating change and sharing awareness with other men and boys	10/50 20%	20/100 20%	40/200 20%

5.1 Summary of Year Three Implementation

- The third and final year of the Centre for Women and Girls' Innovation and Empowerment (CWGIE) project focused on consolidating gains from Years One and Two while deepening engagement across Swale and surrounding areas.
- Delivery maintained the project's holistic empowerment approach by integrating capacity building, employability training, vocational skills, health literacy, community participation, and men's engagement.
- Beneficiaries demonstrated sustained improvements in confidence, well-being, employability readiness, and social inclusion, aligning with the six core project outcomes.
- Collaboration with local agencies and community partners (including schools, employers, and voluntary organisations) enhanced the project's visibility and strengthened the ecosystem for women's empowerment across Swale.

5.2 How did we perform, and what did we do?

The project surpassed its Year 3 outcome targets, achieving 728 unique participants, 585 sessions, 4,148 attendances, and 57,508 participant hours in delivering the activities, showcasing a strong commitment to community engagement and empowerment.

Table 3: Year three Activities summary

Measure	No of Attendances	No of Sessions	No of Different People	People-Hours
Total	4542	644	782	579721

5.3. The Overview of Swale and Year Three Quantitative Data Analysis

The Centre for Women and Girls' Innovation and Empowerment (CWGIE) project continue to demonstrate strong community reach and engagement in Year Three, aligning with its mission to empower women and girls through inclusive, accessible, and culturally competent programming. Understanding the demographic context of Swale and analysing the characteristics of project beneficiaries help illustrate the project's relevance, reach, and impact.

Swale remains a predominantly White district, with minority ethnic groups making up **less than six percent** of the local population (ONS, 2021; Homenicom). The borough has a population of **158,379 residents**, a **population density of 424 people/km²**, and a **median age of 41.1 years**. Swale's population has also grown significantly **16.2% over the last decade** reflecting demographic shifts that underscore the need for inclusive community services such as those provided through the CWGIE project.

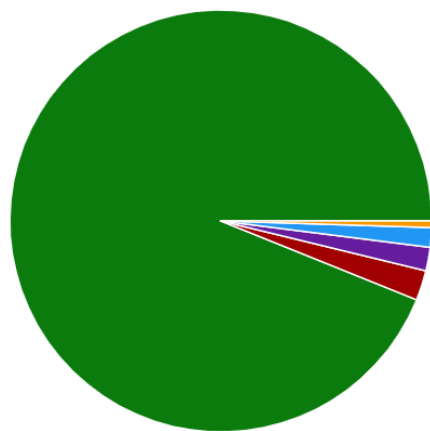
This population context is essential, as it enables the project team to evaluate how well CWGIE is reaching both majority and minority groups, especially those who may face barriers to participation. The chart below shows the 2024 data of Swale from Homenicom data hub.

Swale Demographic

Country: England | Region: South East | District Type: Non-metropolitan District

Ethnic official statistics in Swale

ETHNIC	SHARE
White	93.9%
Black	2.3%
Mixed	1.8%
Asian	1.5%
Other Group	0.5%
Total	100%



Population growth over 10 years: ▲ 16.2%

PERIOD	POPULATION	VS PREV PERIOD
2024	158,379	+1.4%
2023	156,180	+1.1%
2022	154,508	+1.5%
2021	152,218	+1.1%
2020	150,584	+0.6%
2019	149,753	+0.9%
2018	148,400	+1.1%
2017	146,846	+1.1%
2016	145,184	+1.7%
2015	142,723	+1.2%

Figure 2: Swale Demographic

5.3.1 Ethnicity of Beneficiaries - Year Three

Engagement data for Year Three show that the project continues to draw participants from a wide range of ethnic backgrounds. The highest levels of attendance and participation remain among **White British beneficiaries**, reflecting the demographic composition of Swale. However, data also demonstrate meaningful engagement from Black, Asian, Arab, Middle Eastern, and mixed-heritage communities highlighting CWGIE's role in supporting inclusion and cross-cultural interaction.

White British participants recorded the highest involvement, with **346 individuals, 497 sessions, and 1562 attendances**. This is followed by strong engagement from **Black/Caribbean/African - Black British** participants (**102 individuals, 448 sessions, 844 attendances**) and **Asian/Asian - Asian** participants (**31 individuals, 127 sessions, 239 attendances**). Smaller but notable contributions came from Arab, European, Middle Eastern, and mixed ethnic groups.

Table 4: Ethnicity of CWGIE beneficiaries in Year Three

Ethnicity	No of Attendances	No of Sessions	No of diff people
Any other Black/African/Caribbean background	580	328	17
Any other White background	20	18	13
Any other ethnic group	8	8	2
Arab	82	75	7
Asian - Asian British	44	42	9
Asian/Asian - Asian	239	127	31
Black/ Caribbean/ African - Black British	844	448	102
European	149	131	20
Middle East	48	48	3
Mixed - White and Black African	54	37	6
Mixed- White and Black Caribbean	9	8	3
White - English/ Welsh/ Scottish/ Irish/ British	1562	497	346
Prefer not to say	903	394	223

5.3.2 Gender of Beneficiaries - Year Three

The high number of female attendances (2921) and sessions (596) demonstrates continued success of the CWGIE project in empowering women and girls, directly supporting Outcome 1, where women and girls report enhanced confidence and motivation. This also reflects Outcome 2, focusing on women's skill development, employability, and access to

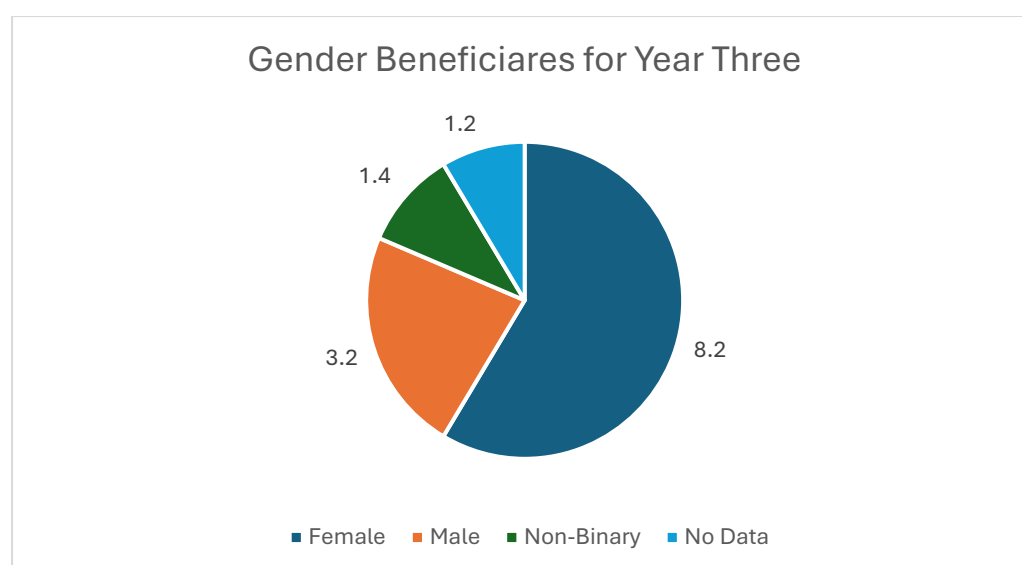
opportunities, showing sustained engagement and commitment to their personal and professional growth.

Male participation shows 1094 attendances across 447 sessions, with 200 unique male beneficiaries. While lower than female participation, this aligns with Outcome 6, aiming to involve men in understanding and supporting gender equality. The engagement of men reflects steady progress toward fostering an inclusive environment and broader community support for women’s empowerment. The table 5 below shows detailed data.

Table 5: Gender Beneficiaries for Year Three

Gender	No of Attendances	No of Sessions	No of Different People
Female	2921	596	408
Male	1094	447	200
Non-Binary	1	1	1
Transgender	8	8	3
Prefer not to say	518	286	170

Chart 1: Gender of Beneficiaries



5.3.3. Age Range of Beneficiaries – Year Three

The age range data provides valuable insight into the CWGIE project’s reach and its alignment with the objectives and outcomes set for the initiative, particularly focusing on the diverse engagement of participants across different life stages. This analysis relates primarily to Outcome 1 (improvement in confidence and motivation) and Outcome 2 (enhancement of employability and business skills), as the age distribution can influence the design of interventions and support offered.

The age brackets 26–35, 36–45, and 46–55 recorded the highest numbers of attendances and sessions, **with 625, 496, and 603 attendances**, respectively. These groups are typically in their prime working years, correlating with the project’s focus on improving employability and economic empowerment, actively seeking career development and business skills.

A total of 224 attendances from participants aged 19–25 and 113 attendances from those aged 5–18 reflect the project’s success in reaching younger individuals, crucial for fostering early empowerment, confidence, and employability skills. This aligns with Outcome 2 regarding improving employability and education pathways for younger beneficiaries.

With 794 attendances from the 56–65 age group and 149 from those aged 66 and above, the project demonstrates inclusivity, supporting both pre-retirement and retired individuals in building community connections, resilience, and mental well-being, relevant to Outcome 4 (improving psychological and physical well-being).

Table 6: Age Bracket of Beneficiaries for Year Three

Age Bracket	No of attendances	No of sessions	No of different people
5-10	15	15	5
17-18	31	31	5
19-25	224	209	22
26-35	625	336	55
36-45	496	336	74
46-55	603	378	55
56-65	794	400	43
66 and over	149	133	18
Prefer not to say	1522	495	465

5.3.4. Immigration Status of Beneficiaries – Year Three

The CWGIE project continues to engage individuals from diverse immigration backgrounds, with focused attention on supporting women and girls who face barriers linked to their immigration status. As in previous years, this focus aligns strongly with Outcome 1 (enhancing confidence and motivation), Outcome 2 (developing employability and entrepreneurship skills), Outcome 4 (improving psychological well-being), and Outcome 5 (promoting inclusion and reducing social isolation).

Women and girls without settled status often face challenges in accessing employment, education, welfare benefits, and even refuge services in cases of domestic abuse. Recognising these challenges, the CWGIE project has provided safe spaces and empowerment programmes designed to enhance their confidence, build practical skills, and foster resilience, helping them navigate both personal and structural barriers.

In Year Three, most participants were UK Nationals, accounting for 2079 attendances across 551 sessions from 362 individuals, demonstrating strong engagement from residents. Significant participation also came from those under Husband/Wife sponsorship (254 attendances) and EEA Nationals receiving welfare benefits (181 attendances)—groups often navigating transitional phases of settlement and integration.

Furthermore, Asylum seekers awaiting decisions (152 attendances) and Work visa holders (17 attendances) engaged actively with the program, benefitting from targeted empowerment and inclusion interventions. Smaller participation was recorded among those with Indefinite Leave to Remain (68 attendances), EEA Nationals studying (1), and Refugees (2), reflecting continued outreach to individuals with varying settlement rights and stability levels.

Overall, the Year Three data reinforce the CWGIE project’s effectiveness in bridging support across immigration categories from asylum seekers and refugees to UK nationals ensuring that women and girls, regardless of immigration status, are empowered to enhance their well-being, employability, and integration within the Swale community.

Table 7: Immigration Status of Beneficiaries for Year Three

Immigration status	No of attendances	No of sessions	No of different people
Asylum seeker awaiting decision	1	135	9
EEA National financially self-supporting	60	48	14
EEA National in UK studying	1	1	1
EEA National receiving welfare benefits	160	120	16
Husband/Wife sponsorship	221	183	8
Indefinite leave to remain	60	60	2
Refugee	2	2	1
UK National	2000	511	357
Work visa	17	16	6
Prefer not to say	1487	460	314

5.3.5. Employment Status of Beneficiaries

Employment and economic empowerment continue to be central to the CWGIE project’s mission of promoting independence, confidence, and financial stability among women and girls. Employment status data for Year Three reveal that the project has successfully reached participants across diverse occupational backgrounds, reinforcing its inclusive and community-driven approach to empowerment.

According to the Office for National Statistics (ONS, 2023), the employment rate for residents aged 16–64 in Swale was 80.7%, with an unemployment rate of 2.9% and an economic inactivity rate of 16.9% slightly above the Southeast average. The ONS also

highlights that a notable proportion of employed residents in Swale work part-time, often due to caring responsibilities or health-related limitations.

Table 8: Employment Status of Beneficiaries for Year Three

Employment status	No of attendances	No of sessions	No of diff people
Carer FT	2	2	2
Carer PT	4	4	1
Employed FT	411	275	79
Employed PT	51	51	11
House-person	95	79	11
Not actively seeking work	2	2	2
Prefer not to say	7	6	4
Retired	266	192	20
Self-employed	142	135	17
Student	191	119	83

5.3.6. Highest level of Education of Beneficiaries (Year 3)

Education remains a critical factor influencing confidence, employability, and long-term empowerment through three areas at the heart of the CWGIE project. In Year 3, the project continued to engage a diverse group of women, girls, and community members with varying educational backgrounds, reflecting the project's inclusive approach and the varying needs within Swale.

The Year 3 educational profile of CWGIE beneficiaries demonstrates a wide spread of academic backgrounds, with strong participation from women with low or no formal qualifications aligning closely with the project's mission to empower disadvantaged and marginalised groups. At the same time, the continued engagement of highly educated women highlights CWGIE's role as a holistic, inclusive, and community-oriented programme that supports women at all stages of personal and economic development. The Lamplight data below provides a summary of attendance and participation by educational level.

Table 9: Highest level of Education of Beneficiaries for Year 3

Highest level of education	No of attendances	No of sessions	No of diff people
Master's or similar	4	4	2
PhD	3	2	2
NVQ or similar	9	9	5
Prefer not to say	32	32	7
Professional qualification	43	35	4
Overseas qualification	44	44	2

First degree or similar	73	66	17
Other	77	69	6
A level or similar	60	60	2
None	352	242	16
GCSEs or similar	455	295	31
Prefer not to say	3003	593	635

5.3.7. Relationship between Education and Employment Profile of Beneficiaries (Year 3)

Understanding the educational background and employment status of participants is essential for evaluating the CWGIE project's impact on skills development, employability, confidence-building, and overall empowerment. The Year 3 data in table 8 and 9 illustrate the diverse socio-economic circumstances of beneficiaries and highlights the continued need for targeted interventions.

5.3.8 Employment Status Overview

The Year 3 employment data demonstrates that women engaging with CWGIE come from varied labour market positions. Notably:

- 79 individuals in full-time employment recorded 411 attendances, indicating strong uptake of evening and flexible sessions by working women.
- 83 students participated in 191 attendances, reflecting increasing engagement from young women seeking guidance, skills development, and career awareness.
- Self-employed women (17 people) had 142 attendances, showing increasing use of CWGIE's business and enterprise support.
- 20 retired women engaged in 266 attendances, highlighting the project's appeal beyond working-age beneficiaries and its role in reducing isolation.
- The house-person category (11 people) recorded 95 attendances, demonstrating the need for confidence building, social support, and skills re-entry pathways.

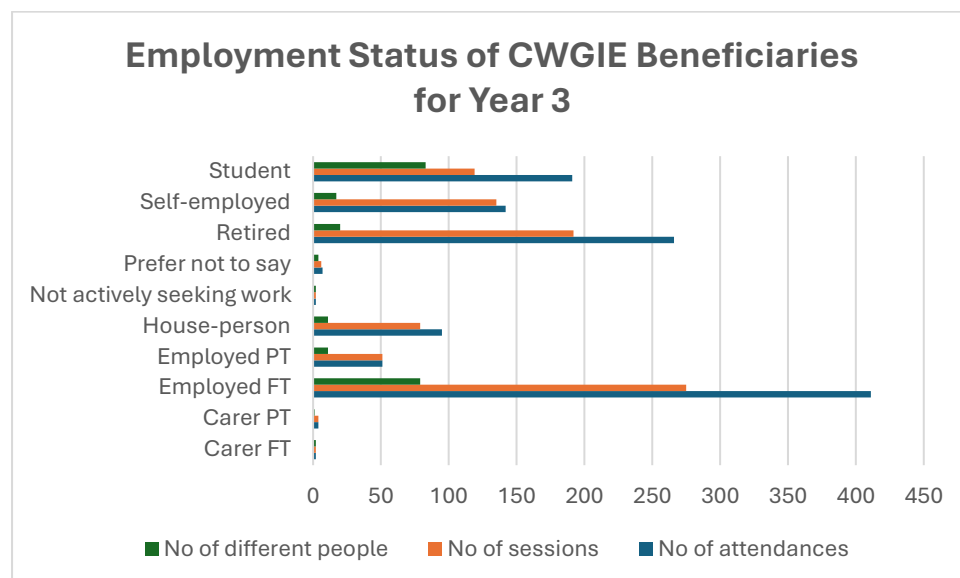
These patterns directly support:

- Outcome 1: Increased confidence and motivation
- Outcome 2: Enhanced employability, skills, and pathways into work
- Outcome 4: Improved psychological well-being
- Outcome 5: Strengthened community inclusion

Many participants outside the workforce such as carers, older women, those not actively seeking work also engaged substantially, reinforcing the importance of adaptable and

inclusive programming. The chart 2 below shows the employment status for the year 3 CWGIE project beneficiaries.

Chart 2: Employment Status of Beneficiaries



5.3.9. Educational Background of Beneficiaries

The Year 3 education data (table 9) highlight a broad spectrum of educational attainment:

- The largest recorded groups were women with GCSE-level education (31 people) and those with no formal qualifications (16 people), representing 807 attendances combined.
- 17 participants with first degrees and 4 with professional qualifications engaged consistently with employability and digital skills activities.
- A small but important group of highly educated women with master's degree (2), PhD (2) attended for confidence rebuilding, digital inclusion, and community support.
- Beneficiaries with overseas qualifications (2 people) recorded 44 attendances, emphasising the need for assistance in navigating UK skills recognition and integration barriers.

These findings underline CWGIE's success in reaching those with limited educational attainment and those with advanced qualifications who face specific challenges (e.g., returning to work, adapting to UK systems, or overcoming confidence barriers).

Integrated Analysis

The combined employment and education data highlights several key trends such as:

1. Strong Engagement from Those Facing Structural Barriers

Women with low education levels and those outside the labour market are among the most frequent attendees. This demonstrates the impact of CWGIE's accessible activities such as:

- Digital inclusion and IT classes
- ESOL and communication support
- Job readiness workshops
- Confidence and motivation sessions
- Health literacy and well-being activities

These interventions equip women with core skills needed to progress toward employment and personal independence.

2. Increasing Participation from Students and Young Women

Students and young adults showed high levels of participation. This reflects CWGIE's strategic work with schools, youth groups, and families to address:

- early employability pathways,
- career indecision,
- mental well-being,
- and low aspirations among girls, especially in disadvantaged areas.

3. Diverse Engagement from Employed and Highly Educated Women

Many employed women, including those with degrees and professional qualifications, are engaging with the project for:

- digital competence,
- business development support,
- stress management and well-being,
- community connection.

This demonstrates that CWGIE serves not only the disadvantaged but also women who need support navigating evolving labour markets, work-life balance, or post-pandemic transitions.

4. Continued Challenges with Data Completeness

A notable proportion of education data remains under "No data". This is consistent with open-access activities where formal demographic collection is optional.

Contribution to CWGIE Outcomes

- **Outcome 1:** Improved confidence and motivation through skills training, well-being sessions, and social inclusion activities.
- **Outcome 2:** Enhanced employability for women at all levels—from those with no qualifications to those with professional degrees.
- **Outcome 4:** Strengthened psychological well-being across unemployed, retired, working, and student participants.
- **Outcome 5:** Increased social inclusion and reduced isolation, particularly for migrants, carers, house-persons, and older women.

With the findings from Diversity House project team, the Year 3 employment and education profile provides clear evidence that CWGIE continues to reach women with diverse backgrounds, particularly those who face multiple barriers to opportunity. The project's holistic approach combining skills development, confidence-building, personal support, and well-being activities remains essential in enabling women and girls to become more resilient, self-sufficient, and empowered within their communities.

5.3.10 Social and Household Situation

Understanding the social and household circumstances of beneficiaries is critical for assessing the types of barriers women and girls face which directly influence their empowerment journeys. Women who are single, widowed, divorced, or separated often face greater social isolation, while married women and those with significant caring duties may experience restricted time, limited mobility, and heightened emotional pressures. Despite these constraints, Year Three data show strong levels of participation across all groups, demonstrating the project's accessibility and relevance.

CWGIE's activities ranging from wellbeing sessions and peer support groups to skills training and employability workshops played a critical role in reducing household related barriers. By providing opportunities for social connection, emotional support, and practical skill building, the project contributes to increased social empowerment, improved psychological and physical wellbeing, enhanced economic empowerment, and stronger community participation. This holistic approach ensures that women, regardless of marital status, caregiving responsibilities, or family structure, are supported to progress across all four dimensions of empowerment that Diversity House project team tailored through the CWGIE interventions to meet diverse needs.

5.3.11. Marital Status

Marital status can be an indicator of household stability, social support networks, and potential vulnerability. Women with young children, single parents, widows, or those experiencing relationship breakdown often have added pressures that can affect engagement.

Year Three participation trends show:

- Married beneficiaries form the largest group with 72 individuals, 384 sessions, and 1,038 attendances, suggesting that many beneficiaries are part of family households.
- Single beneficiaries also represent a significant group, with 84 individuals and 721 attendances, reflecting strong engagement from women who may rely on community-based support.
- Widowed women (4 individuals, 200 attendances) remain an important group for targeted emotional and social wellbeing support.
- Several participants identified as divorced, separated, or cohabiting, reflecting diverse family structures.
- A substantial number (551 individuals) had no marital status data recorded, which is typical for drop-in sessions and informal engagements.

Table 10: Marital Status for CWGIE Year Three

Marital status	No of attendances	No of sessions	No of diff people
Civil partnership	2	2	1
Cohabiting	4	4	2
Divorced	10	10	4
Married	1038	384	72
Other	1	1	1
Prefer not to say	123	112	7
Separated	19	18	3
Single	721	352	84
Widow	200	174	4
Prefer not to say	2037	553	551

This marital status data confirms that the CWGIE project continues to reach women from a wide range of relational backgrounds. This diversity underscores the importance of offering flexible, accessible, and inclusive programming that meets the varied needs of women across different stages of life and family structures.

5.3.12. Parental Status – Has Children

Family responsibilities are a major determinant of women's participation. The data show:

- 84 beneficiaries with children attended 416 sessions, indicating strong engagement from mothers, many of whom balance childcare with personal development goals.
- 52 beneficiaries without children recorded 339 attendances.

- A large proportion (593 individuals) did not provide this information, consistent with open-access activities where full registration is not required.

Table 11: Has Children

Has children	No of attendances	No of sessions	No of diff people
No	339	240	52
Yes	1248	416	84
Prefer not to say	2568	569	593

5.3.13. Number of Children

Among beneficiaries who reported the number of children:

- The majority had one or two children, with 17 and 20 individuals respectively.
- Smaller groups had three, four, or five children, which may indicate greater household responsibilities and need for flexible programming.
- Most participants (674 individuals) did not disclose this information.

Table 12: Number of Children

Number of children	No of attendances	No of sessions	No of diff people
1	259	208	17
2	351	242	20
3	45	43	12
4	34	34	4
5	5	5	2
Prefer not to say	3461	607	674

5.3.14. Caring Responsibilities

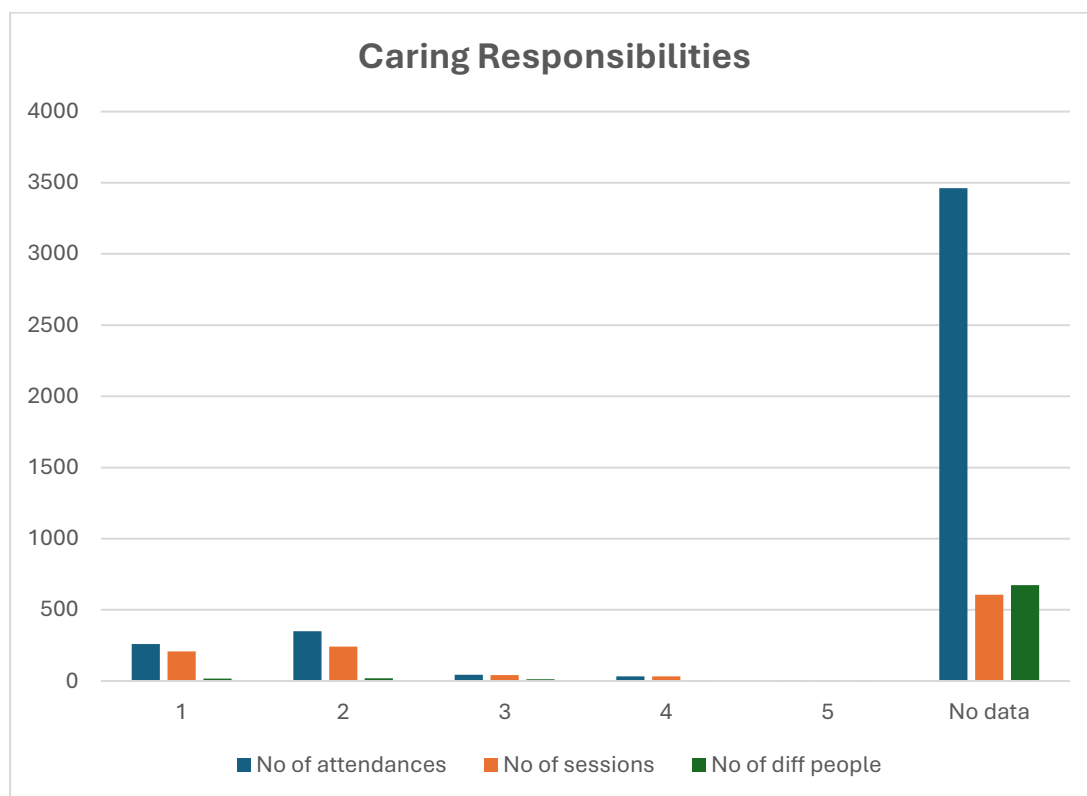
Caring responsibilities can significantly limit women's capacity to engage in work, education, and community activities. Understanding these pressures helps CWGIE tailor support.

Year Three data show:

- The highest number of attendances (309) came from individuals providing 50+ hours of care per week (7 beneficiaries), indicating that the project is reaching women with significant caring burdens.
- 10 beneficiaries provide 20–49 hours of care weekly, registering 143 attendances.
- A small number (2 beneficiaries) provide 1–19 hours per week.

- 34 beneficiaries reported no caring responsibilities.
- Most participants (675) did not provide this information, particularly those in general community sessions.

Chart 3: Caring Responsibilities for Year Three Beneficiaries.



5.3.15. Health and Well-Being of Beneficiaries – Year Three Analysis

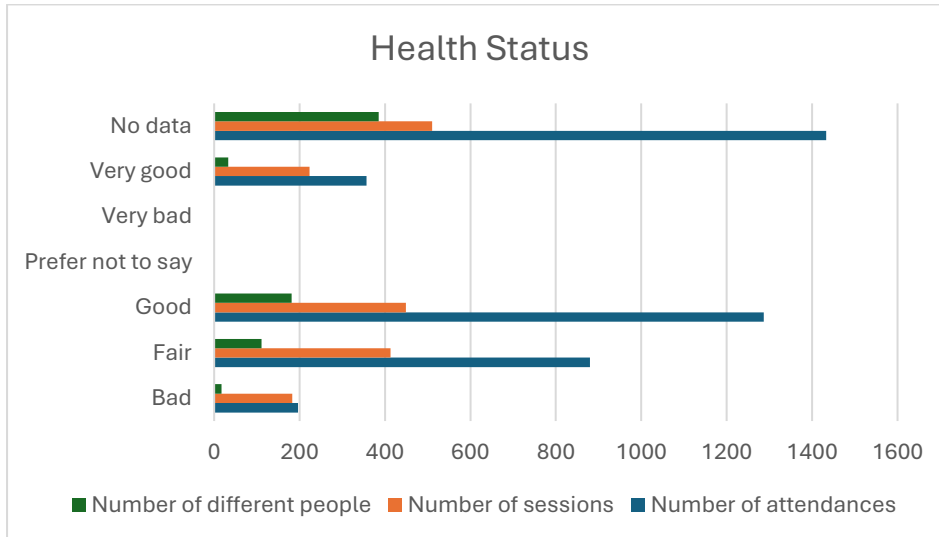
Health and wellbeing remain central to the CWGIE project's empowerment model, as physical and emotional stability directly influence women's ability to participate in training, engage socially, and progress towards economic independence. The Year Three data demonstrates that CWGIE continues to serve women with a broad spectrum of health conditions including chronic illnesses, disabilities, and mental health challenges while providing targeted interventions such as the coffee morning, art and crafts, and mindfulness in nature to enhance resilience, reduce isolation, and strengthen overall wellbeing.

Table 13: Health Status of Year three Beneficiaries

State of health	No of attendances	No of sessions	No of different people
Bad	196	183	17
Fair	880	413	111
Good	1287	449	181

Prefer not to say	1	1	1
Very bad	1	1	1
Very good	357	223	33
Prefer not to say	1433	510	385

Chart 4: Health Status of Year three Beneficiaries



Many beneficiaries rated their health as *good* or *fair*, which suggests they are generally able to participate actively in activities. However, a notable minority approximately 18 individuals reported *bad* or *very bad* health, indicating chronic or long-term limitations. Diversity House adaptive sessions (e.g., armchair yoga, low-impact fitness, wellbeing workshops) helped ensure that these women could still engage despite poor health.

5.3.16. Disability Profile of Participants

Disabilities play a significant role in access and participation. Of the beneficiaries:

- 118 individuals reported having a disability, with 1,072 attendances, showing sustained engagement.
- 250 reported no disability, with the highest attendance levels (1,878).
- 360 individuals had missing data, an area for improvement in future monitoring.

Types of Disabilities Reported

The most common disabilities include:

- Mental health-related disabilities – 33 individuals
- Physical disabilities – 24 individuals
- Autism – 8 individuals

- Multiple disabilities – 15 individuals
- Other chronic conditions (asthma, epilepsy, diabetes) – 9 individuals with additional details from table 15 below.

High attendance among people with disabilities demonstrates that CWGIE remains accessible and responsive to additional needs, including providing quieter learning environments, flexible sessions, and 1-1 support where required. The table 14 below highlights the Year Three information the guides the project team in tailoring services to better accommodate participants' needs and foster inclusivity.

Table 14: Disability and Ability Profile

Has disability	No of attendances	No of sessions	No of diff people
No	1878	484	250
Prefer not to say	1	1	1
Yes	1072	430	118
Prefer not to say	1204	464	360

Table 15: Types of Disability Profile

Type(s) of disability	No of attendances	No of sessions	No of diff people
ADHD	36	36	6
Autism	132	124	8
Emotional/behaviour difficulty	26	26	2
Hearing impairment	8	7	3
Memory loss	1	1	1
Mental health	344	214	33
Multiple disability	48	41	15
Other condition (epilepsy, asthma, diabetes etc)	29	27	9
Other disability (Physical)	70	64	10
Physical disability	300	191	24
Speech and language disorder	30	30	6
Vision impairment	10	10	1
Prefer not to say	3463	555	644

5.4. Cultural & Communication Factors – Year Three (Aligned with ONS Census 2021)

While not core empowerment metrics, language, religion, and cultural identity remain vital in understanding the diversity of CWGIE beneficiaries and ensuring the project remains

responsive and inclusive. Comparing the Year Three demographic data with Swale’s broader 2021 Census profile reveals several important insights.

5.4.1. Main Language Spoken at Home

- According to the 2021 Census, English is overwhelmingly dominant in Swale, aligning with the national trend (ONS, Census 2021). [Census Data+1](#)
- In CWGIE Year Three, 411 individuals (2,387 attendances) reported speaking English at home.
- However, there is substantial linguistic diversity among beneficiaries: speakers of Arabic (7 people), Bengali (6), Turkish, Polish, and other languages all featured in the data.
- This diversity underscores the importance of CWGIE’s *ESOL classes*, *Conversation Club*, and multilingual support critical for reducing communication barriers, building confidence, and improving access to services.

These CWGIE project fosters greater inclusivity and enhances psychological well-being through accessible resources, thus contributing to Outcome 4. The chart below provides a visual representation of the primary languages spoken by project beneficiaries at home.

Chart 5: Language Beneficiaries for Year Three

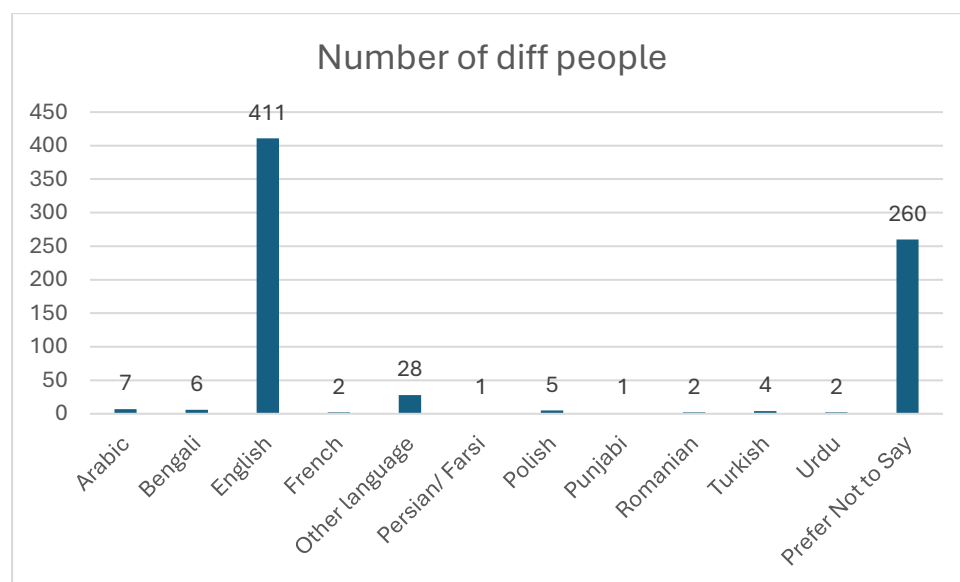


Table 16: Language Beneficiaries table

Main language spoken at home	No of attendances	No of sessions	No of diff people
Arabic	58	58	7
Bengali	91	74	6

English	2387	544	411
French	41	40	2
Other language	355	240	28
Persian/ Farsi	1	1	1
Polish	11	10	5
Punjabi	1	1	1
Romanian	3	3	2
Turkish	26	25	4
Urdu	3	3	2
Prefer Not to Say	1178	431	260

5.4.2. Religion

Religion, beliefs, and values continue to play an important role in shaping how beneficiaries interact with community services and engage with empowerment programmes. Participation may be influenced by religious observances, prayer times, or cultural expectations, which can impact the extent to which women and girls access support. Understanding these patterns enables the CWGIE project team to design culturally sensitive and inclusive interventions that strengthen engagement.

To contextualize participation, Year Three data is aligned with the ONS Census 2021 profile for Swale. According to the census, the district remains predominantly Christian (47.2%).

Religion		
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)

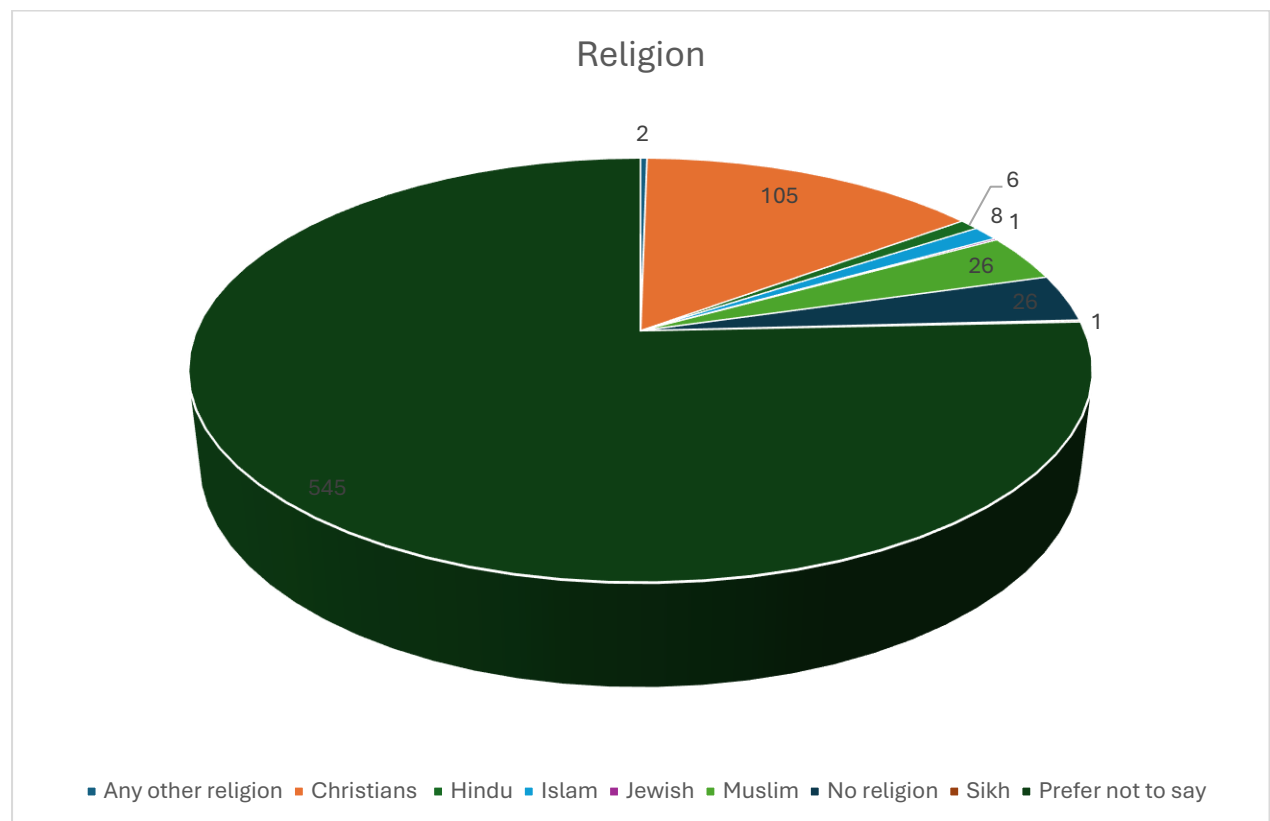
Figure 3: Religion in Swale – ONS 2021 Data

5.4.3. Religion of CWGIE Beneficiaries – Year Three

The Year Three CWGIE religion data closely reflects the broader demographic pattern in Swale. Among beneficiaries who provided this information:

- 105 unique participants (1,019 attendances) identified as *Christian*, making it the most represented religious group consistent with the census profile.
- 26 participants identified as *Muslim*, and 6 participants as *Hindu*, indicating that individuals from minority faith communities continue to engage meaningfully in CWGIE activities.
- 26 participants reported *no religion*, aligning with the growing secular demographic in Swale.
- The comparatively high “prefer not to say” response in the CWGIE dataset (545 individuals) suggests a cautious and voluntary approach to disclosing religious identity, something the project respects. The chart 6 below shows the visual representation of the year three beneficiaries’ religion.

Chart 6: Religion of Year Three Beneficiaries.



Contribution to Project Outcomes

Religion as a demographic factor indirectly supports several elements of the **Outcome Indicator Matrix**:

- **Outcome 1 – Confidence & Motivation:**
Respecting and accommodating diverse beliefs supports beneficiaries' sense of belonging, enabling them to participate confidently.
- **Outcome 3 – Social Connectedness:**
Cross-cultural engagement reduces isolation and strengthens social cohesion, especially for women from minority religious backgrounds.
- **Outcome 4 – Psychological & Physical Well-being:**
A culturally safe environment enhances emotional security, reducing barriers to participation for vulnerable groups.
- **Outcome 6 – Improved Access to Services:**
Awareness of religious diversity enables the CWGIE team to schedule activities and design interventions that avoid unintentional exclusion, improving service reach.

5.5. CWGIE PROJECT ACTIVITIES – YEAR THREE

Throughout the reporting year, the CWGIE Project delivered a broad range of preventive, developmental, and empowerment-driven interventions facilitated by the project team. The table below presents the key activity areas implemented in Year Three, highlighting the number and type of initiatives undertaken. This section provides a consolidated overview of these activities, demonstrating their contribution to the project's overarching objectives and their role in fostering meaningful participation, growth, and empowerment among women, girls, and families within the community.

Table 17: Total number of Activities attended by Gender in Year Three

Sub work area	Female	Male	Unknown	Total Unique People
ADMIN / Drop-In	212	109	38	466
Access to Community Services	258	132	66	664
Advocacy	69	28	30	215
Brief Motivational Intervention	179	90	42	382
Budgeting	27	9	1	125
Business Development	110	47	34	206
Career Advice	111	51	30	347
Cycling	26	12	3	65
Decision Making	114	55	12	334

Employability	162	85	35	366
Enquiry	240	122	58	616
Food & Household Items donation	103	62	7	219
IAG	212	109	62	550
Leadership	68	37	4	175
Life & Social Skills	161	79	19	320
Meeting	133	71	38	449
Mental health Management	164	83	13	191
Mentoring and Coaching	89	49	4	275
Networking	135	62	31	355
One 2 one support	252	124	64	642
Parenting Skills	35	17	3	95
Personal Development	198	89	22	401
Relationship Building	144	68	37	329
Self Esteem & Confidence	191	91	22	428
Socialising & Networking	196	93	47	329
Training	113	63	5	325
Vocational Skills (Cooking, Cleaning, Sewing)	106	52	10	160
Volunteering	81	43	5	288
Wellbeing	203	105	34	416
Workshops	102	56	9	205

5.5.1. Intersectionality Approach – Year Three

In Year Three, the CWGIE project continued to apply an intersectional lens, building on the approach established in Years One and Two. The project team recognised that the challenges faced by beneficiaries are rarely singular or binary; instead, women and girls often experience overlapping disadvantages linked to gender, ethnicity, language, immigration status, caring responsibilities, disability, mental health, and poverty. These intersecting factors compound their vulnerability and deepen their experiences of deprivation and exclusion.

Drawing on Kimberlé Crenshaw’s concept of intersectionality (1989 - 2020), the project acknowledged that traditional, single-issue approaches to social justice often fail to address how multiple inequalities combine and interact. In response, every beneficiary engages in an **Individual Learning Plan (ILP)** assessment when joining the programme. This process explores their specific circumstances, strengths, and barriers, and is used to co-design a tailored intervention package with clear, measurable outcomes.

5.6. Classification of CWGIE Project Sub-work Areas into Clusters, Themes, and Sub Work Area

Because many participants benefit from more than one strand of support, CWGIE activities have been organised into clusters and themes—such as Support Services, Digital Inclusion, Career & Employability, Health & Well-being, Self-Empowerment, and Community Participation. This structure reflects the reality that women’s lives are shaped by interconnected issues that cannot be effectively addressed in isolation. By working holistically across these clusters, the project recognises and responds to diverse needs in an inclusive, person-centred and empowering way, contributing across all six CWGIE outcomes.

Table 18: Classification of CWGIE Year Three Activities into Clusters and Themes

Cluster	Theme	Sub Work Areas
Support & Access	Support Services and Access to Resources	Access to Community Services, Advocacy, Food & Household Items Donation, Enquiry, Drop-In
Personal Development	Self-Empowerment & Life Skills	Personal Development, Self Esteem & Confidence, Life & Social Skills, Decision Making
Employment & Skills	Career & Employability	Employability, Career Advice, Vocational Skills (Cooking, Cleaning, Sewing), Training
Financial Skills	Budgeting & Financial Literacy	Budgeting, Business Development
Social & Community	Social Connections & Networking	Relationship Building, Socialising & Networking, Networking
Health & Well-being	Physical & Mental Well-being	Wellbeing, Mental Health Management, Cycling
Mentorship & Guidance	Coaching & Mentorship	Mentoring and Coaching, One 2 One Support
Empowerment Workshops	Skill-Building Workshops	Brief Motivational Intervention, Workshops, Leadership, Parenting Skills, Meeting
Volunteer Engagement	Community Involvement & Volunteering	Volunteering

Support Services and Access to Resources

Support Services and Access to Resources remained a vital sub-work area in Year Three, addressing both the immediate and longer-term needs of women and girls. This strand provided essential information, guidance, and advocacy, enabling participants to navigate complex local systems and access key community resources.

Support covered areas such as:

- School placements and education support
- Housing enquiries and applications
- GP and dental registration
- Welfare, benefits and form-filling
- Signposting to specialist agencies and partnered organisations
- Access to food for human and dogs, clothing, and household essentials

By helping participants overcome initial barriers, this strand directly supported Outcome 1 (confidence and motivation), as women began to feel more capable of managing their circumstances. It also contributed to Outcome 4 (psychological well-being) by providing a safety net for those facing acute stress, crisis, or instability. In addition, by improving access to services and stabilising families' basic needs, Support Services fostered greater social inclusion and participation in community life, aligning with Outcome 5, and created the foundations for later progress in employability and economic independence under Outcome 2.

Access to Community Services and Advocacy

Access to Community Services and Advocacy was a cornerstone of CWGIE delivery in Year Three, significantly advancing the project's goals of empowerment, well-being, and inclusion. This strand focused on helping beneficiaries understand, navigate, and exercise their rights within systems such as healthcare, housing, education, childcare, and social care particularly important for those facing language, cultural or bureaucratic barriers.

Table 19: Access to Community Services and Advocacy

Gender	No. of attendances	No. of sessions	No. of different people	People - hours
Female	2592	535	335	365615:51
Male	988	405	185	145801:36
Non-binary (she/her)	1	1	1	24:00:00
Transgender	3	3	2	62:00:00
No data	475	255	158	104972:12

The table above shows that **women and girls were the main users**, with:

- **2,031 attendances**
- **462 sessions**
- **314 unique female participants**, contributing over **11,254 people-hours**.

Men also engaged meaningfully, with:

- **749 attendances**,
- **339 sessions**,
- **177 unique participants**, and over **4,166 people-hours**.

Smaller but important numbers of non-binary, transgender, and “unknown” gender participants further underline CWGIE’s inclusive practice.

These figures reflect the project’s success in reaching its primary target group while remaining accessible to the wider community. Through advocacy and practical support, participants were connected to vital services, increasing their **sense of belonging and confidence (Outcome 1)** and enabling more informed decision-making for themselves and their families. This access also reduced isolation and stress, contributing to **Outcome 4 (psychological well-being)** and **Outcome 5 (social inclusion)**. For many women, receiving such support was the first step towards engaging in employability activities and building economic independence, thereby supporting **Outcome 2**.

Work Placement

The Work Placement initiative was instrumental in Year Three in helping women and girls translate skills and aspirations into practical, work-based experience. Participants were supported into placements both within Diversity House and with partner organisations, including **T-Level placement providers, Event Volunteers of Swale (EVOS), Swale Council for Voluntary Services, East Kent Business Partnership, Swale Borough Council, The Sittingbourne School, and Westlands Secondary School**.

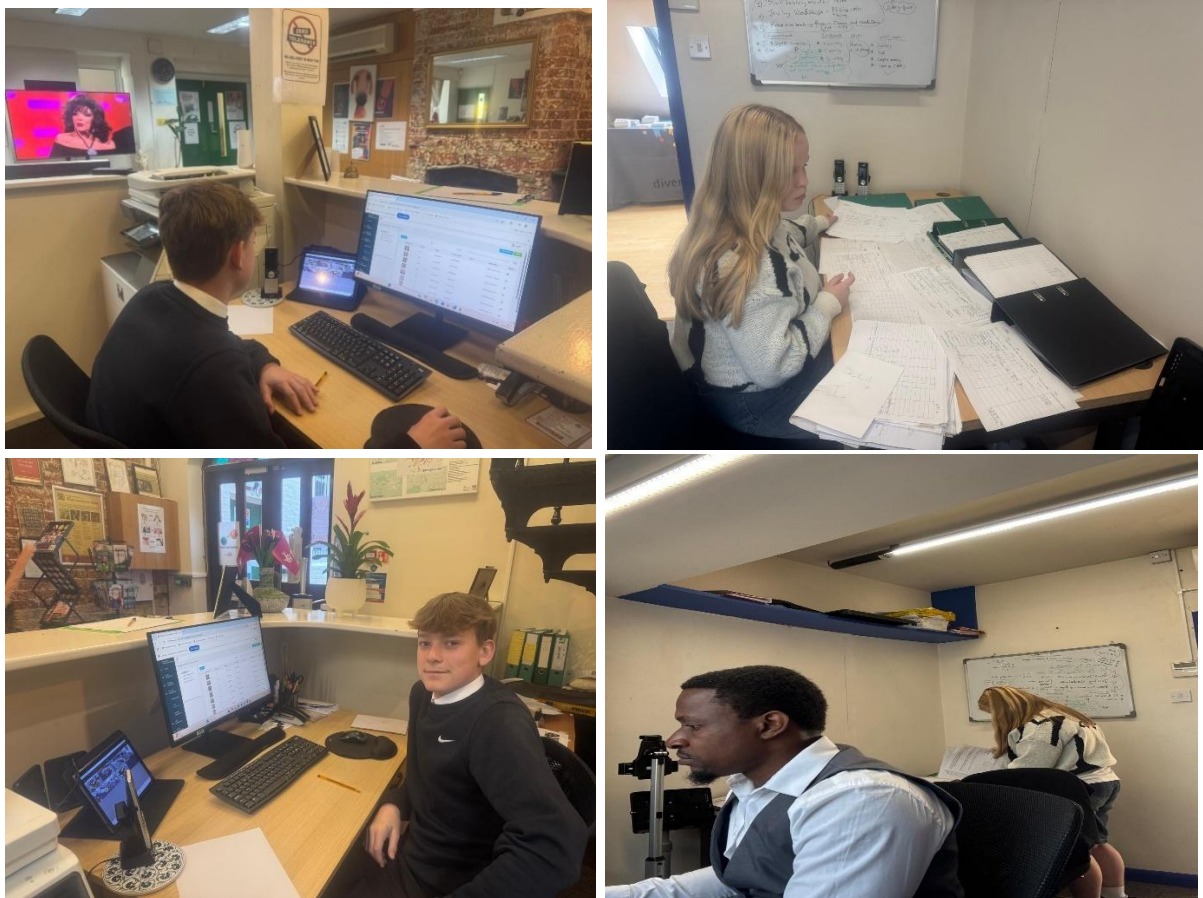
The work placement programme was designed to build:

- **Self-esteem and confidence**
- **A sense of self-worth and professional identity**
- **Workplace skills and job readiness**

Interestingly, the data revealed that **young women aged 15–18** were the most active group in work placements, followed closely by women aged **36–45**. This challenges the assumption

that placements primarily attract younger participants and highlights the determination of older women—often returning to the labour market after years of family care—to re-skill and re-enter employment. At the same time, structural changes in the labour market (such as automation in retail roles) have displaced many women from traditional roles like sales assistants and stockists, making re-skilling and adaptation particularly urgent.

Work placements directly advanced **Outcome 2 (employability and entrepreneurship)** by providing tangible experience, references, and confidence. They also supported **Outcome 1 (confidence and motivation)** by helping women and girls imagine and pursue new career pathways and contributed to **Outcome 5** by strengthening their sense of belonging and participation in civic and community life.



Pictures from work placement of Students building confidence and empowered.

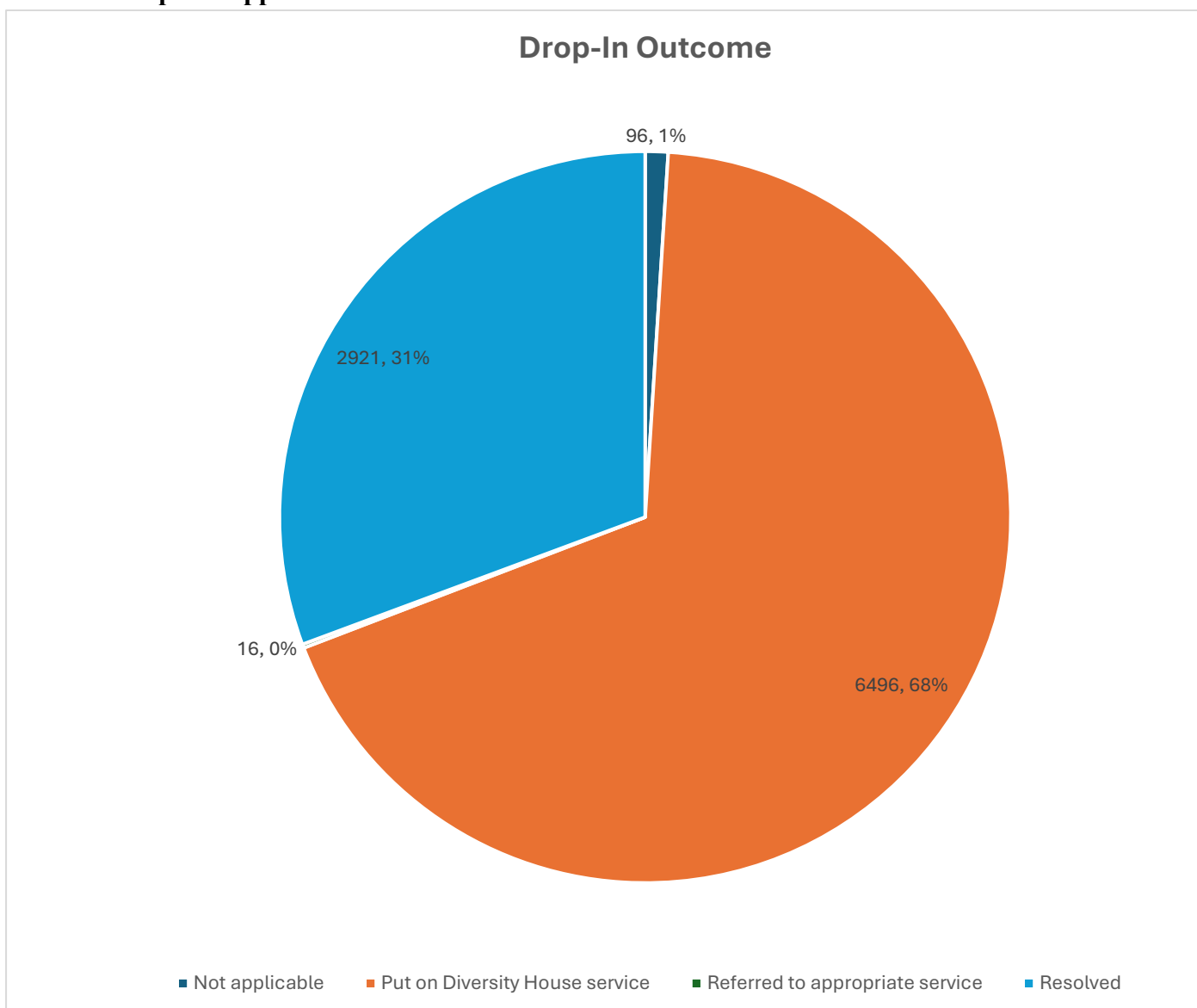
5.6.2.2 Drop-In Support and Enquiries

The Centre’s drop-in support service functioned as an accessible front door to CWGIE in Year Three. It offered **immediate advice, information, and advocacy** on a wide range of issues, including education, employment, housing, and general welfare-related concerns.

Table 20: Drop-in Support and Enquiry

For advice and drop in - nature of enquiry	Female	Male	Prefer not to say
Education advice	188	116	42
Employment advice	196	116	47
Housing advice	84	49	17
Other advice	273	152	146
Prefer not to say	20	7	5

Chart 7: Drop-in Support



In total, **68%** of those who accessed the drop-in service were registered for ongoing CWGIE programmes. Of all cases, around **31%** were resolved fully, enabling service users to move forward independently, while a further proportion were referred to external agencies for specialist support.

The drop-in service therefore played a dual role: resolving pressing issues and acting as a pathway into deeper, long-term engagement with CWGIE activities. It strengthened **Outcome 1** by building trust and confidence, **Outcome 2** by opening doors to employability and skills work, and **Outcome 4** by reducing anxiety around urgent life challenges. It also contributed to **Outcome 5 and 6** by providing an inclusive space used by women, men, and those who preferred not to disclose their gender.

Food and Household Item Donations

The Food and Household Item Donation initiative addressed the immediate material needs of beneficiaries, particularly those affected by the cost-of-living crisis. Over the reporting period, **420 beneficiaries** received support in the form of:

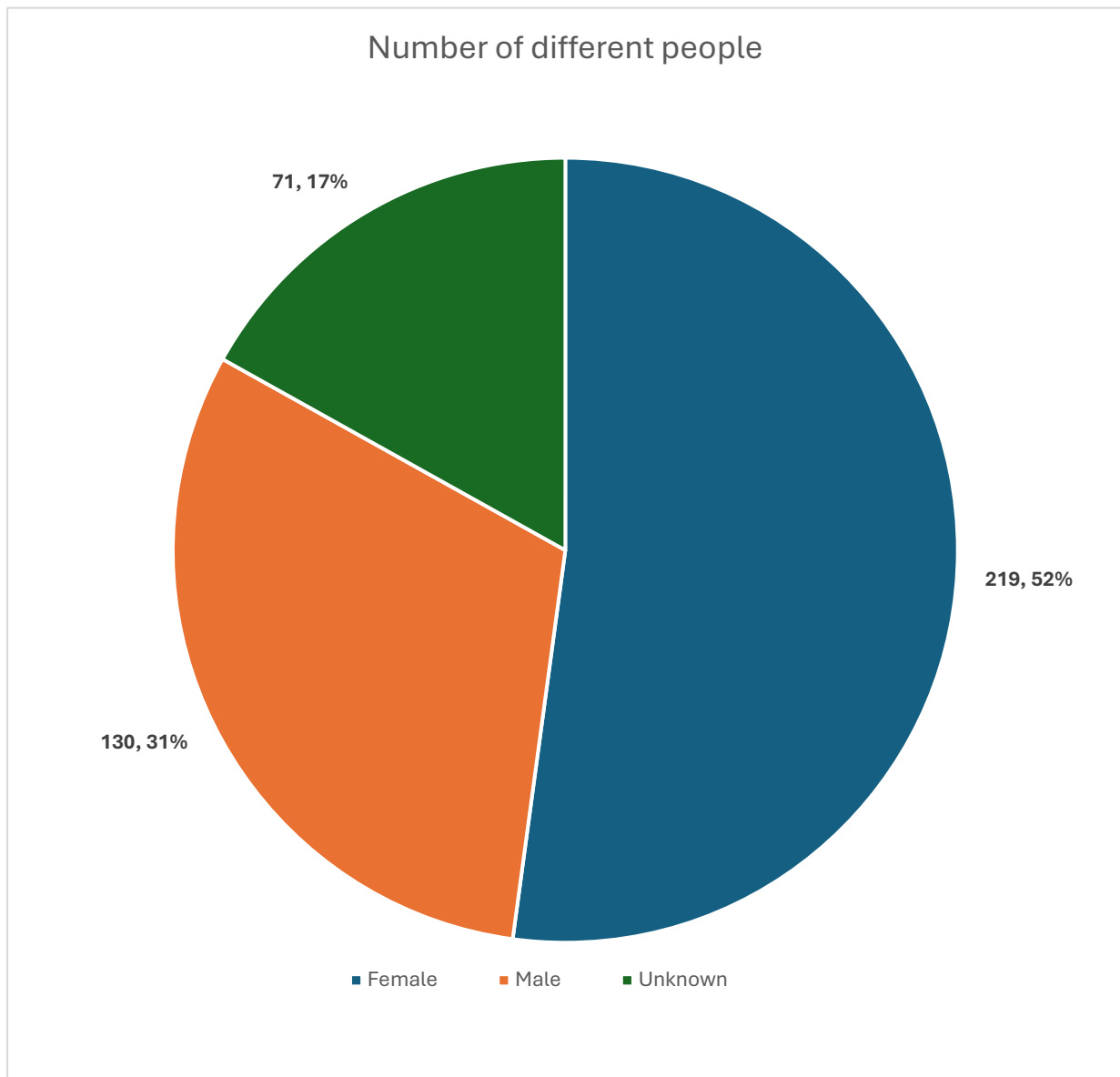
- Multicultural food parcels/ Pet food
- Toiletries and sanitary products
- Adult and children's clothing
- Baby items
- Vouchers, and Essential household items

Of these, **219** were women and girls, **130** were men, and **71** were individuals of undisclosed gender. Diversity House had partnered with Sittingbourne Morrison with the support of the food bank items.



Pictures from food and house item donation with women participants

Chart 8: Food and Household Items Donation



By ensuring access to necessities, the project relieved some of the financial pressure on low-income families and individuals experiencing hardship. This reduction in day-to-day stress directly improved mental health and emotional stability, advancing **Outcome 4 (psychological and physical well-being)**. It also created a more secure foundation for participants to attend training, workshops, and other CWGIE activities linked to **Outcome 2 (employability)** and **Outcome 1 (confidence)**.

Additionally, the donation programme fostered community solidarity and social inclusion, as beneficiaries felt supported and less isolated. Many individuals who initially approached Diversity House for donations later engaged in other programmes, volunteering, or skills development, supporting **Outcome 5 (social cohesion)** and contributing to a holistic empowerment pathway.

Self-Empowerment & Life Skills

Self-Empowerment & Life Skills continued to be a pivotal theme in Year Three, helping women and girls develop the internal resources and everyday skills needed to manage their lives more confidently and independently. Through workshops, training sessions, and one-to-one coaching, the programme addressed areas such as:

- Self-confidence and self-esteem
- Decision-making and problem-solving
- Effective communication
- Emotional regulation and resilience
- Life and social skills

The data shows high engagement:

- Female: 1,026 attendances, 295 sessions, 216 unique people, 10,508:01 hours
- Male: 310 attendances, 89 sessions, 63 people, 2,906 hours
- Additional participation from non-binary, transgender, and “unknown” gender categories.

Participants reported feeling more capable of pursuing their personal goals, forming supportive networks, and engaging in the community with greater confidence. This theme supports Outcome 1 (confidence and motivation) and Outcome 4 (psychological well-being) most directly, while also aligning with Outcome 2 by strengthening soft skills that are valuable in employment. By fostering resilience and agency, Self-Empowerment & Life Skills contributes to the project’s broader goal of sustainable empowerment and inclusive growth.

Personal Development

Personal Development remained a cornerstone of CWGIE in Year Three, expanding on self-empowerment work by focusing on long-term growth, self-awareness, and goal setting. Through structured sessions, participants were supported to:

- Identify strengths and areas for development
- Set realistic personal and professional goals
- Reflect on habits, behaviours, and beliefs
- Develop strategies to overcome barriers
- Enhance their sense of direction and purpose

Engagement was substantial:

- Female: 3,808 attendances, 677 sessions, 411 unique women
- Male: 1,785 attendances, 518 sessions, 210 men
- Plus, smaller numbers of non-binary, transgender and “unknown” participants.

These sessions underpinned Outcome 1 (confidence & motivation) and Outcome 4 (psychological well-being), as participants-built resilience and self-belief. They also enhanced Outcome 2, as personal development work strengthened decision-making, communication and planning skills valuable in work, training, and business. Overall, this theme created a solid foundation for sustained empowerment, allowing women and girls to move from crisis management to future-focused planning.

Table 21: Personal Development

Gender	No of attendances	No of sessions	No of diff people
Female	3808	677	411
Male	1785	518	210
Non-binary (she/her)	1	1	1
Transgender	1	1	1
Prefer not to say	324	209	119

IT and Digital Inclusion Skills Sessions

The IT and Digital Inclusion Skills Sessions ensured that beneficiaries were not left behind in an increasingly digital society. The project team deployed weekly classes and individual dropping session based on participant individual need to support both in group and one -to-one engagement to progress from basic to intermediate IT skills, including:

- Using computers and smartphones
- Email, online forms, and accessing key portals (e.g., benefits, GP services, schools)
- Microsoft Office and document preparation
- Online safety and cyber security awareness
- Using the internet for job search and training

The project team worked with partners such as Good Things Foundation E-learning modules, enabling beneficiaries to gain digital skill that strengthened their entrepreneurship mindset, CVs development and employability profiles. The table below highlights the reach of the IT and Digital Inclusion Sessions.

Table 22: IT and Digital Inclusion Sessions

Gender	No of attendances	No of sessions	No of diff people	People - hours
Female	1594	284	229	667072:54
Male	586	226	120	266718:31
Non-binary (she/her)	1	1	1	08:00
Transgender	3	3	2	42:00:00
Prefer not to say	274	134	92	198544:39

About 229 number of different people with 1594 number of attendances and 284 number of sessions for female participants benefitted. These sessions were especially important for women with low qualifications, older adults, and migrants unfamiliar with UK digital systems. By improving digital confidence and capability, this theme directly supported Outcome 2 (employability) and Outcome 1 (confidence), and reduced stress related to managing online services, contributing to Outcome 4 (well-being). Digital literacy also helped participants access wider CWGIE activities and external opportunities, promoting Outcome 5 (social inclusion).





Different Pictures from IT and Digital Inclusion Workshops

Career and Employability

The Career and Employability theme was integral to CWGIE Year Three, equipping women and girls with the skills, experience, and support needed for job readiness and economic independence. This theme included **Employability Coaching, Career Advice, Vocational Skills Development, Work Placement, and Training Initiatives**, mostly enhanced by

digital inclusion activities which aligns with CWGIE's mission to provide women and girls with the confidence and skills for paid employment, entrepreneurship, and further education.

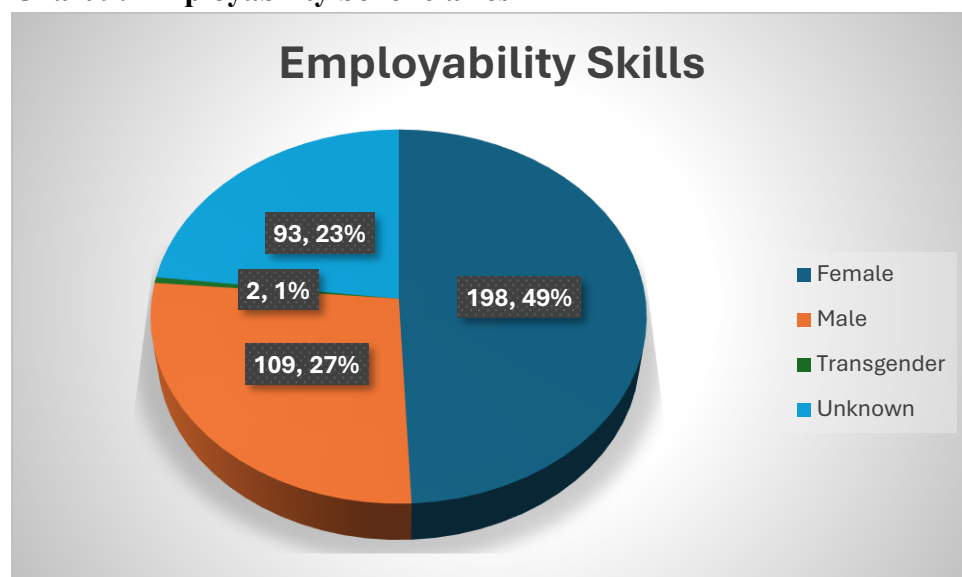
The data presents attendance and engagement metrics by gender for activities under the "Career & Employability" theme. A total of 220 unique women and girls participated in 278 sessions, with 1567 attendances. For men, 119 unique participants engaged in 223 sessions, totalling 579 attendances. Additionally, there were 90 individuals of unspecified gender who took part in 101 sessions, with 169 attendances.

Table 23: Career & Employability

Gender	No of attendances	No of sessions	No of diff people
Female	1567	278	220
Male	579	223	119
Non-binary (she/her)	1	1	1
Transgender	3	3	2
Prefer not to say	169	101	90

Employability Coaching provided practical job-seeking skills: CV writing, interview preparation, application support, and workplace communication. Diversity House collaborated with local recruiters, like Nando's Sittingbourne, Eden Training Academy to connect participants to real opportunities, directly supporting **Outcome 2** and **Outcome 4**.

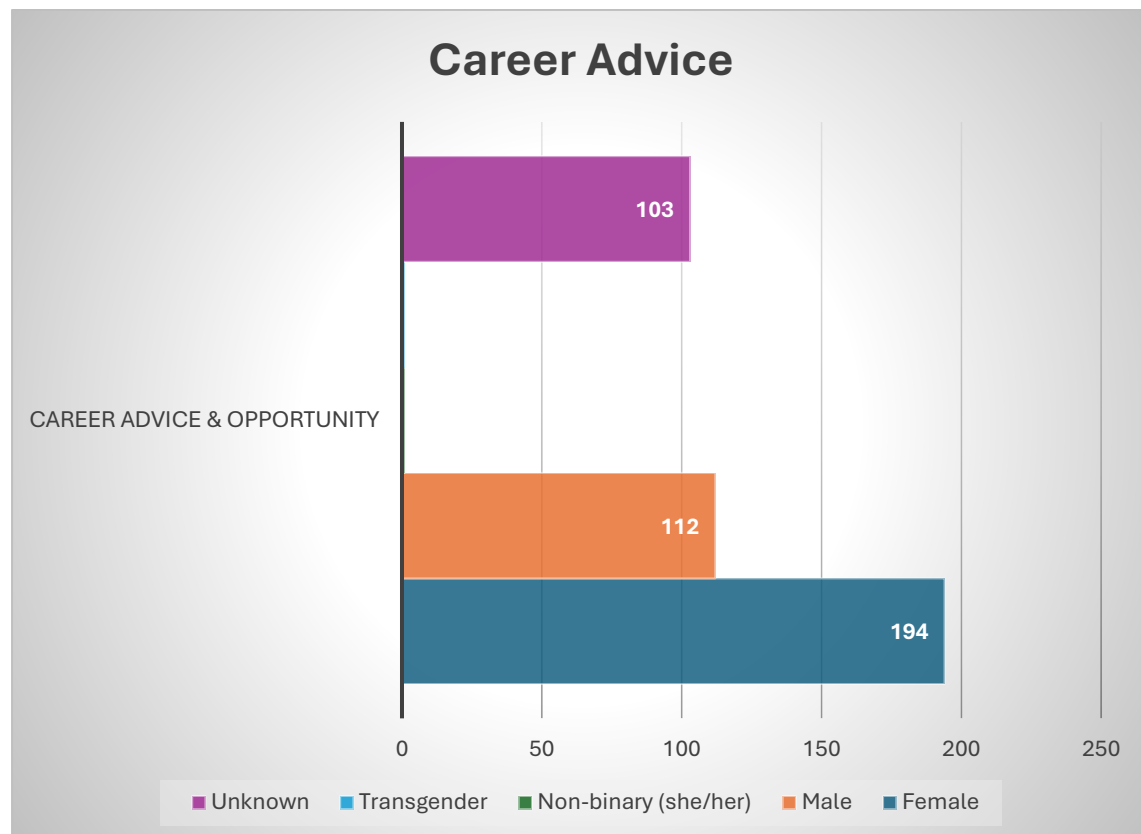
Chart 9: Employability beneficiaries



Career Advice helped participants reflect on their aspirations, understand labour market options, and choose appropriate training or education routes. Career fairs—run in partnership

with organisations across Swale, Kent and Medway—expanded participants’ networks and awareness of available pathways. Further support, through hands-on experiences such as work placements, volunteering, and networking opportunities, strengthens participants’ industry connections and prepares them for sustainable employment.

Chart 10: Career Advice Beneficiaries







Pictures above from the Sittingbourne Job fair Activities on Career and Employability.

Vocational Skills Development

Vocational Skills Development offered practical, hands-on training that participants can use to access work or self-employment opportunities. Weekly workshops focussed on:

- **Sewing and tailoring**
- **Cooking and healthy eating**
- **Housekeeping and cleaning skills**
- **Crafts and small-scale production**

Year Three data indicate:

- **Female:** 776 attendances, 114 sessions, 90 unique women
- **Male:** 252 attendances, 84 sessions, 39 men
- **Unknown:** 157 attendances, 66 sessions, 21 people.

A dedicated sewing studio with modern equipment allowed women and girls to develop skills beyond basic mending, opening pathways to tailoring work, alterations businesses, or creative enterprises. Cooking sessions supported both healthy living and culinary skill-building, with some participants expressing aspirations to start catering or food businesses. These sewing workshop activities directly supported **Outcome 2 (employability and entrepreneurship)** and enhanced **Outcome 4 (well-being)** by providing meaningful, creative, and confidence-building engagement.





Pictures from Ongoing Sewing Workshops



Picture above is from sewing beneficiary with Creativity and Wellbeing

Budgeting and Financial Literacy

Budgeting & Financial Literacy was essential in supporting women and girls to build **economic stability and independence**. Workshops, often delivered in partnership with **Citizen's Advice Swale**, and **HSBC Bank Sittingbourne** covered:

- Household budgeting and planning
- Managing bills and prioritising expenses

- Savings strategies
- Understanding credit, debt and financial risk
- Business budgeting for small enterprises

These sessions directly contributed to **Outcome 2 (employability and economic empowerment)** by improving financial decision-making and readiness for work or business. They also supported **Outcome 4** by reducing financial stress and anxiety. By sharing what they had learned with family and peers, participants helped to spread financial awareness in their communities, reinforcing **Outcome 5 (social cohesion and community empowerment)**.

Table 24: Budget Beneficiaries.

Gender	No of attendances	No of sessions	No of diff people
Female	514	122	111
Male	193	86	67
Transgender	1	1	1
Unknown	55	42	42





Citizens Advice at Budgeting Workshop

Physical and Mental Health

In Year Three, CWGIE continued to prioritise physical and mental health, offering activities designed to promote healthy lifestyles, emotional resilience, and positive health behaviours. Working in collaboration with partners, the project delivered:

- General well-being and mental health sessions (Coffee Morning)
- Counselling and emotional support
- Music for Wellness Sessions
- Health checks
- Healthy lifestyle and nutrition advice
- Cycling and Walking groups
- Armchair yoga and yoga classes
- Pre- and post-natal workshops

Table 25: Physical and Mental Health Year Three Beneficiaries

Gender	No of attendances	No of sessions	No of diff people	People - hours
Female	1467	303	228	6263:40:00
Male	197	102	77	1080:14:00
Unknown	124	65	44	400:02:00

Engagement data shows:

- **Female:** 1,467 attendances, 303 sessions, 228 women
- **Male:** 197 attendances, 102 sessions, 77 men
- **Unknown:** 124 attendances, 65 sessions, 44 people.

These interventions directly advanced **Outcome 4 (psychological and physical well-being)** and supported other outcomes by ensuring beneficiaries were well enough physically and emotionally to attend training, engage socially, and pursue employment.

Health Checks

In partnership with NHS representatives and the **One You** team, CWGIE offered regular **health checks** at the well-being centre twice weekly. These were open to beneficiaries, staff, volunteers, and participants from other projects.

Checks included:

- Blood pressure
- Blood sugar
- BMI
- Oxygen saturation
- Diabetes risk
- Lifestyle health assessments

Given known difficulties in accessing GPs in Swale, these checks were highly valuable. They provided early identification of health issues, reassurance, and signposting to appropriate medical services. This work supported **Outcome 4** by improving health awareness and early intervention and indirectly supported other outcomes by enabling beneficiaries to remain engaged in project activities.



Year three beneficiaries at the Health Check Session with Partner Organisation from OneYou NHS

Coffee Mornings

Weekly **Coffee Mornings** were a gentle but powerful tool for well-being and inclusion. These gatherings offered a relaxed environment where beneficiaries could:

- Socialise and make friends
- Share experiences and challenges
- Build mutual support networks
- Enjoy refreshments in a welcoming space

Participants were also encouraged to bring pets, recognising the emotional support animals provide. These sessions reduced loneliness and social anxiety, contributing to **Outcome 4 (psychological well-being)** and **Outcome 5 (social inclusion)** by helping women and families feel valued, seen, and connected.



Pictures from Coffee Morning Session

Music for Well-Being Sessions

Music for Well-Being was a key therapeutic and empowerment activity delivered in Year Three of the CWGIE project. Recognising the emotional, psychological, and social benefits of music, Diversity House incorporated music-based sessions to support women, girls, and

wider community members in building resilience, reducing stress, and enhancing overall well-being.

These sessions were grounded in the understanding that music is a universal tool for healing, self-expression, and connection. Women and girls particularly those facing multiple disadvantages such as trauma, isolation, migration stress, or mental health challenges benefited from a safe, uplifting space where they could explore rhythm, sound, creativity, and group expression.



Community Involvement and Volunteering

Community Involvement

The CWGIE project team invested significant effort in community engagement during Year Three. Situated at the heart of the neighbourhood, the project remained highly visible and accessible. Staff and volunteers undertook regular outreach in Isle of Sheppey, Faversham and Sittingbourne, distributing leaflets, posters, and promotional materials, attending community events, and building relationships with local organisations and schools. The recruitment and awareness data shows how people heard about Diversity House from the table below.

Table 26: Recruitment and Outreach

How did person hear about Diversity House?	No of different people
Diversity House website	72
Facebook	65
Friend	36
Leaflet	168
Networking event	108
Newsletter	4
Newspaper	4
Other social media	29
Other website	4
Poster	24
Presentation	19
Radio	8
School	79
Twitter	6
Volunteer centre	137
Word of mouth	263
YouTube	3
Unknown	283

This multi-channel approach ensured CWGIE's visibility and helped reach individuals who might not otherwise access support, strongly reinforcing **Outcome 5 (social inclusion)** and building the base for all other outcomes.

Volunteering Activities

Volunteering was central to the programme's success. In Year Three, **129 individuals** volunteered—**81 women, 43 men, and 5 who preferred not to disclose gender**.

Participation data shows:

- **Female:** 1,348 attendances, 208 sessions, 147 volunteers
- **Male:** 417 attendances, 163 sessions, 64 volunteers
- **Non-binary (she/her):** 1 attendance, 1 person
- **Unknown:** 240 attendances, 114 sessions, 66 volunteers.

Volunteers contributed to:

- Health and well-being hub support
- Event organisation and community outreach
- Office and administrative tasks
- Cleaning and maintenance
- Social media and communications
- Peer support and group facilitation

Volunteering not only strengthened project delivery but also empowered individuals with skills, confidence, work experience and social networks, directly supporting Outcome 2 (employability), Outcome 1 (confidence), Outcome 4 (well-being) and Outcome 5 (community empowerment). It also provided a meaningful route for men to contribute positively to gender equality and community cohesion in line with Outcome 6.



Picture above from Empowering women and girls at the VJ Day Community Events

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

The ESOL and Conversation Club addressed a fundamental barrier to empowerment: limited English language skills. For many women from non-English-speaking backgrounds such as Chinese, Turkish, Asian, Eastern European and African communities' language barriers restricted their ability to:

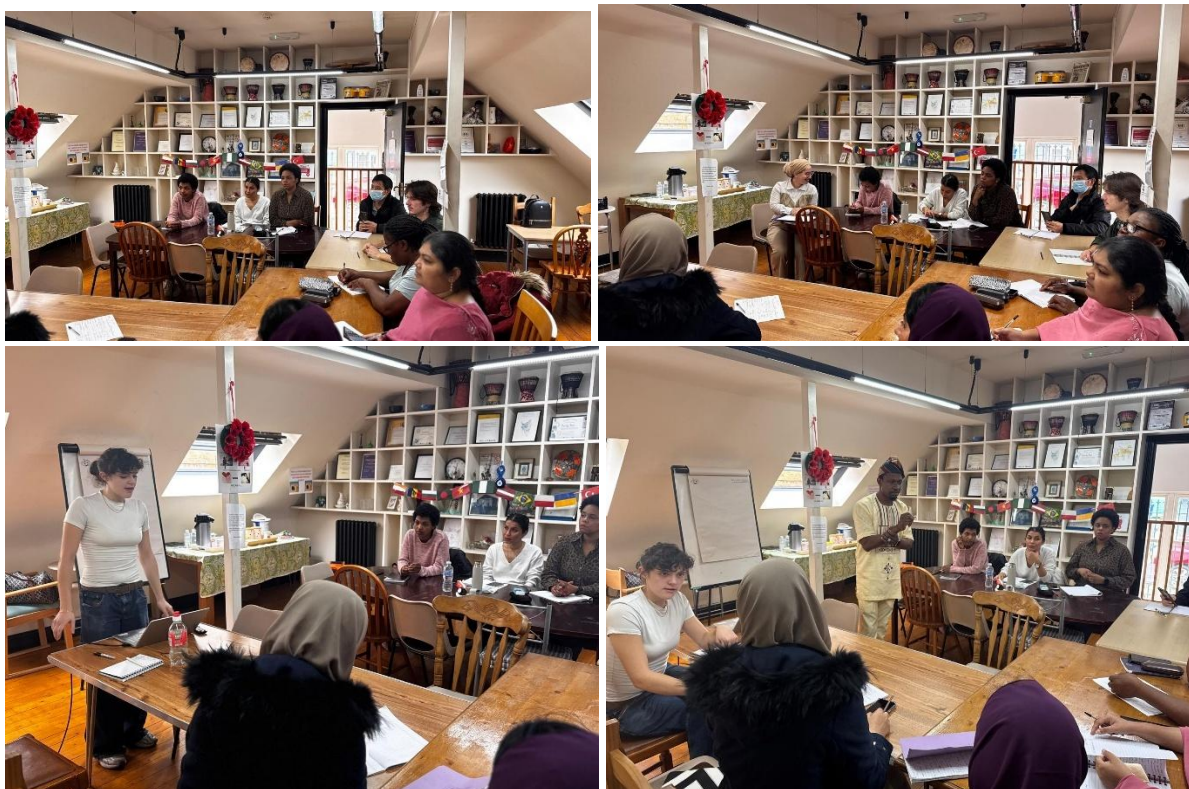
- Find employment
- Communicate with schools and teachers
- Support their children's learning
- Use health and public services
- Engage in community activities

Some women needed to begin at absolute beginner level, learning the alphabet and basic vocabulary, and did not meet criteria for mainstream Adult Education programmes. CWGIE therefore created an accessible ESOL and Conversation Club to fill this gap. To address these intersecting challenges, CWGIE strengthened its ESOL provision through a combination of classroom-based sessions, creative learning, and real-world experiential opportunities.

The club focused on:

- Foundational literacy and pronunciation
- Everyday English for appointments, shopping, and social interaction
- Understanding official letters and forms
- Building confidence to speak in groups
- Preparing participants for future enrolment in formal ESOL or Adult Education

These sessions were critical for Outcome 1 (confidence), Outcome 2 (employability), Outcome 3 (supporting girls' educational engagement), Outcome 4 (well-being) and Outcome 5 (social inclusion). By improving language skills and confidence, the ESOL and Conversation Club helped women and girls become more independent, better informed, and more able to participate fully in community and family life.



Pictures above from ESOL Workshops at Diversity House



Learning Trip through Life experience with the ESOL group to Leysdown On Sea

Partnership with Kent Community Rail Partnership (KCRP): Real-Life Travel Learning

A major innovation of Year Three was CWGIE's partnership with Kent Community Rail Partnership (KCRP). Together, the teams organised train trip learning experiences, allowing ESOL learners to practice English in real-life environments, learn how to buy tickets and read timetables, understand train safety and travel etiquette, navigate stations independently, and build confidence using public transport. This experiential learning approach strengthened both confidence and independence.



Train Trip in Collaboration with Kent Community Rail Partnership (KCRP) with DH ESOL Beneficiaries.

Collaborative, Community & Cultural Engagement

Community and cultural engagement remained a vital part of CWGIE delivery in Year Three. These activities strengthened social inclusion, celebrated identity and history, and brought together diverse groups across Swale. Through collaborative partnerships, commemorative

events, and cultural celebrations, CWGIE promoted belonging, empowerment, and community cohesion core elements of Outcomes 1, 4, 5, and 6.

The following subsections outline key events facilitated or supported by Diversity House under the CWGIE project.

1. Heritage & Cultural History Month Events





Swale Cultural Celebration for
Black History Month:

**Children's Story Time with
drums, dolls and mask-making!**

Sittingbourne Library
Friday 25th October, 11.30am – 1pm
Monday 28th October, 2pm-3.30pm

Come along and celebrate Black History Month together with
some fun stories and activities, courtesy of Diversity House!

This activity is free and suitable for children and families.
Please note that booking is required due to limited places.

Telephone: 03000 41 31 31
Email: sittingbourne@kent.gov.uk
Visit: www.kent.gov.uk/856



Heritage and Cultural History activities played an essential role in promoting intercultural awareness and strengthening inclusion within the community. In Year Three, Diversity House organised a range of events as part of Cultural and Black History Month, showcasing traditions, histories, and contributions of diverse ethnic groups represented in Swale.

Purpose and Impact

These events:

- Provided opportunities for learning about African, Caribbean, Asian, and European heritage
- Encouraged intercultural dialogue between residents of different backgrounds
- Offered a platform for women and girls to express identity, talent, and creativity
- Strengthened community cohesion, supporting Outcome 5 (social inclusion)
- Boosted confidence among participants, contributing to Outcome 1

Activities included storytelling sessions, cultural exhibitions, history presentations, arts and crafts workshops, and community performances. Participants reported feeling more connected, valued, and recognised within the community.

Alignment with CWGIE Outcomes

- Outcome 1: Increased motivation through expressive and cultural participation
- Outcome 3: Girls actively participated in cultural workshops
- Outcome 4: Improved emotional well-being through belonging and identity expression
- Outcome 5: Strengthened cohesion and cross-cultural understanding
- Outcome 6: Engaged men and boys in learning about global histories and cultures

2. International Women's Day Celebration



Celebrate

INTERNATIONAL WOMENS DAY

diversityHOUSE

Centre for Women & Girls'

Innovation and Empowerment (CWGIE)

Charity No. 1122000 | Reg. No. 0182000

with us!



FUNDRAISING

NETWORKING

Exclusive

Inspirational

Speakers

International Women's Day (IWD) remained a flagship event for the CWGIE project. The Year Three celebration served as a platform to honour the achievements of women in Swale and promote gender equality across the district.

Event Highlights

The event brought together women, girls, community leaders, and partner organisations for a day of empowerment, reflection, and advocacy. Activities included:

- Inspirational talks by local women leaders
- Panel discussions on women's rights, leadership, and entrepreneurship
- Showcases of vocational skills (sewing, crafts, music)
- Exhibitions highlighting achievements of CWGIE beneficiaries
- Cultural performances celebrating global womanhood

Impact on Participants

Participants reported:

- Increased motivation to pursue personal and professional goals
- Strengthened confidence and sense of identity
- Greater awareness of opportunities available through CWGIE
- Improved support networks and peer relationships

The event directly advanced Outcome 1 (confidence and motivation) and Outcome 6 (engaging men and boys). Male allies and young men participated in discussions, deepening their understanding of women lived experiences and supporting community-wide gender advocacy.

3. VE/VJ Day Commemorations

Diversity House continued its long-standing historical and peacebuilding work by supporting local VE (Victory in Europe) Day and VJ (Victory over Japan) Day commemorations. These events served as opportunities to educate the community about World War II history, honour veterans, and promote intergenerational understanding.

Purpose and Community Value

The commemorations focused on:

- Remembering all who served during WWII
- Recognising African, Caribbean, and Commonwealth contributions to the war effort
- Promoting peace, unity, and historical understanding

- Encouraging dialogue between older and younger generations

The involvement of CWGIE participants—particularly women and girls—helped amplify lesser-known stories of women’s roles during wartime, including nursing, factory work, and community volunteering.

Connection to CWGIE Outcomes

- Outcome 1: Participants developed a sense of pride and historical awareness
- Outcome 4: Emotional well-being enhanced through storytelling and shared remembrance
- Outcome 5: Intergenerational activities strengthened belonging and community cohesion
- Outcome 6: Men and boys actively contributed to remembrance and education

Educational Component

Diversity House provided interactive learning materials, discussions, and displays that highlighted:

- Allied victories
- Global contributions from Commonwealth nations
- Women’s wartime achievements
- The importance of peace and unity

These activities promoted cultural humility, historical literacy, and mutual respect across diverse communities in Swale.



Across Year Three, the CWGIE project demonstrated strong leadership in fostering community participation, cross-cultural understanding, and gender empowerment. Through partnerships, commemorations, and cultural celebrations, Diversity House successfully:

- Strengthened community cohesion
- Amplified the voices and contributions of women and girls
- Promoted multicultural understanding

- Supported the emotional and social wellbeing of participants
- Encouraged inclusive participation across all genders and age groups

These activities remain central to the project mission and play a critical role in achieving all six project outcomes.

6. Evaluation

6.1. Summary of the Evaluation Framework and Objectives for Year Three

The CWGIE project's monitoring and evaluation (M&E) framework for Year Three continued to build upon the logic model and theory of change established in Years One and Two. These foundations guided the project's delivery, tracking of progress, and assessment of how programme activities contribute to the empowerment of women and girls across Swale.

In Year Three, the evaluation process was strengthened to reflect the project's broader reach, increased level of participation, and the expanded range of interventions delivered. The M&E framework maintained a mixed-methods approach—integrating quantitative data from the Lamplight database with qualitative insights obtained through Individual Learning Plans (ILPs), case studies, focus group discussions, workshop reflections, and informal feedback.

This blended methodology ensured that the evaluation captured not only measurable outputs (such as attendance, sessions delivered, demographic patterns, and participation hours) but also complex social changes and personal transformation that cannot be quantified.

6.2. Summary of Outcomes Achieved in Year Three

The evaluation indicates that the CWGIE project successfully delivered against its six core empowerment outcomes. Quantitative data reflects significant uptake of services, while qualitative narratives demonstrate high levels of personal transformation, improved wellbeing, and enhanced social and community participation.

Table 27: Outcome with Indicators achieved in Year Three

Outcome	Indicator and Yr 3 Target	Tracking Tools	Achieved	Comments
Outcome 1 - Improved confidence and motivation	560/800 (70%) of women and girls reporting increased	ILP, Outcome Star; questionnaires; comment sheets;	621 (78%)	Surpassed target, Participant shows noticeable

	motivation and confidence	attendance and service user log; participants observation; Lamplight database System; photovoice; self-esteem test, etc.		improvement in confidence and motivation, engaging more actively in activities.
Outcome 1 - Accessibility of resources	400/800 (50%) of women and girls reporting improved knowledge and use of local resources		467 (58%)	Participant shows increased awareness of available services and knows how to access them when needed
Outcome 2 - Employability and skills improvement	480/800 (60%) reporting employability or business skills	Attendance sheet; training evaluation form; Lamplight Database; pre & post-test; one-to-one interviews; Case studies; Skills audit and action planning chart; work Star; learner's progress report, ILP, etc.	566 (70%)	Exceeded target, Participant has gained practical skills that enhance her employability and future opportunities.
Outcome 2 - Educational/career pathways	400/800 (50%) reporting enhanced educational opportunities		485 (61%)	Effective partnerships with local businesses and educational institutions supported growth.
Outcome 3 - Girls' participation in after-school/college clubs	80/800 (10%) of girls attending clubs	Attendance sheet, lamplight database system, pictures, certificates of	112 (14%)	Extra-curricular participation led to improved social skills

		achievements, etc		among young girls.
Outcome 4 - Psychological well-being	400/800 (50%) reporting improvement in mental health and resilience	mentoring log; service user logs; pre & post-test; feedback form; significant change stories; Outcome Star; Walk and run chart; exercise activities chart; ILP, etc.	399 (50 %)	Mental health initiatives positively impacted beneficiaries.
Outcome 4 - Physical well-being	400/800 (50%) reporting improved physical health		517(65%)	Participants noted increased awareness of healthy habits.
Outcome 5 - Volunteering accessibility and social connectivity	560/800 (70%) reporting access to volunteering opportunities	Volunteering enrolment form; volunteer timesheet, social skills pre & post screening; lamplight database system etc	610(76%)	Volunteering boosted community ties and social networks.
Outcome 5 - Reduced social isolation	400/800 (50%) reporting reduced isolation		587 (74%)	Events reduced social isolation and fostered community bonding.
Outcome 6 - Male allyship and understanding of women's issues	80/200 (40%) of men and boys reporting increased awareness	Number of participations in women's events, volunteering records, championing of gender issues; self-report; lamplight etc	130 (65%)	Awareness initiatives for men were well-received.
Outcome 6 - Male role in advocacy	40/200 (20%) of men and boys actively supporting gender equality		150 (75%)	Male advocacy events showed promise for future engagement.

6.3. Key Successes and Milestones – Year Three

Year Three of the Centre for Women and Girls’ Innovation and Empowerment (CWGIE) project marked a period of consolidation, deepened impact, and strategic growth. Building on the foundations established in Years One and Two, the project not only sustained its holistic empowerment model but also broadened its reach, strengthened partnerships, and demonstrated measurable progress across all six core outcomes and the four empowerment domains: Asset/Social Empowerment, Psychological and Physical Empowerment, Economic Empowerment, and Community Empowerment.

With 728 unique participants, 4,148 attendances, 585 sessions, and 57,508 participant hours recorded during the reporting period (see Table 3), Year Three confirms CWGIE’s role as a critical community hub for learning, support, and transformation across Swale and surrounding areas.

6.4. Empowerment Achievements Across the Four Domains

The CWGIE Empowerment Conceptual Framework foregrounds four interconnected domains. Year Three evidence shows significant achievements across each, underpinned by the outcome indicator matrix and rich qualitative feedback.

6.4.1. Asset and Social Empowerment

Asset and Social Empowerment focus on participants’ access to support systems, services, and social networks that reduce isolation and strengthen community belonging.

Key achievements:

- High engagement in Support & Access clusters:
 - Access to Community Services and Advocacy recorded 456 unique people, with women representing the majority of the 2,031 female attendances and 462 sessions (Access to Community Services and Advocacy).
 - Drop-in, enquiries, IAG, and food/household support collectively involved hundreds of beneficiaries seeking education advice, housing support, welfare guidance, and crisis assistance (Drop-in Support table).
- Strong reach among socially vulnerable groups:

The project engaged:

 - Single women (84 individuals, 721 attendances)
 - Widows (4 individuals, 200 attendances)
 - Women providing 50+ hours of care per week (7 individuals, 309 attendances)

- Women with disabilities (118 individuals, 1,072 attendances)
- Women reporting bad or very bad health (18 individuals).

These patterns indicate that CWGIE is effectively reaching those at heightened risk of isolation, exclusion, and stress.

- Volunteering as a social asset:
With 129 volunteers (81 female, 43 male, 5 undisclosed) and 1,348 female and 417 male volunteer attendances, the project has strengthened social capital, peer support, and local capacity. Volunteering roles ranged from event support and office administration to peer mentoring, health hub assistance, and social media content creation.
- Inclusive cultural and heritage activities:
Community-wide events such as Heritage & Cultural History Month, International Women's Day, and VE/VJ Day commemorations created spaces where women, men, young people, and elders came together to learn, celebrate identity, and cultivate cross-cultural understanding. These activities reinforced social bonds and enhanced feelings of belonging, particularly for ethnic minority women and migrants.

Together, these achievements demonstrate that CWGIE has expanded participants' social networks, reduced isolation, and strengthened access to community resources, directly contributing to Outcome 1 (confidence and motivation), Outcome 5 (social inclusion and volunteering), and Outcome 6 (inclusive engagement of men and boys).

6.4.2. Psychological and Physical Empowerment

Psychological and Physical Empowerment emphasises confidence, self-esteem, resilience, mental health, and physical well-being. Year Three data and feedback show significant progress in this area.

Key achievements:

- Well-being and mental health engagement:
 - Under the Physical and Mental Health theme, 1,467 female attendances and 197 male attendances were recorded across 303 and 102 sessions respectively.
 - Activities included mental health management, counselling, coffee mornings, cycling, yoga and armchair yoga, walking groups, health literacy sessions, and pre- and post-natal workshops.
- Music for Well-Being:
Music for Well-Being sessions provided a creative, therapeutic outlet for women and girls experiencing stress, trauma, or social isolation. Participants used music, rhythm, and group expression to regulate emotions, build confidence, and connect with others

in a non-judgemental environment. These sessions were particularly beneficial for those with mental health challenges or migration-related stress.

- Health status and disability inclusion:
 - Many participants rated their health as good or fair (1,287 “good” and 880 “fair” attendances – Table 13), indicating capacity for active engagement.
 - At the same time, beneficiaries with bad or very bad health, as well as those with physical disabilities, mental health-related disabilities (33 individuals), autism, and multiple conditions, attended consistently, reflecting CWGIE’s adaptability and inclusion.
 - Health checks delivered in partnership with NHS and One You Kent provided early identification of risk factors, reassurance, and referrals, bridging gaps in primary care access.
- Self-Empowerment & Life Skills and Personal Development:
 - Self-Empowerment & Life Skills engaged 216 women (1,026 attendances) and 63 men (310 attendances), strengthening decision-making, emotional regulation, communication, and self-esteem.
 - Personal Development saw very high engagement: 3,808 female attendances across 677 sessions and 1,785 male attendances across 518 sessions, supporting long-term resilience, goal setting, and self-reflection.
- Outcome achievement:

Within the Outcome Matrix, Year Three recorded:

 - 621 women and girls (78%) reporting improved confidence and motivation (Outcome 1) – exceeding the 70% target.
 - 399 participants (50%) reporting improved psychological well-being, meeting the Outcome 4 psychological target.
 - 517 participants (65%) reporting improved physical well-being—well above the 50% target.

These results confirm that the project’s trauma-informed, holistic approach has effectively strengthened beneficiaries’ mental resilience, self-belief, and physical health, enabling them to participate more fully in education, work, and community life.

6.4.3. Economic Empowerment

Economic Empowerment focuses on employability, entrepreneurial skills, financial literacy, and readiness for paid work or self-employment.

Key achievements:

- Career and Employability engagement:
 - 220 women participated in 278 sessions, with 1,567 female attendances.
 - 119 men attended 223 sessions with 579 attendances, and 90 “unknown” gender individuals attended 101 sessions.
This shows strong demand and uptake across genders, with women as the primary beneficiaries.
- Vocational Skills Development:
 - Vocational Skills (sewing, cooking, cleaning) recorded 776 female attendances, 114 sessions and 90 unique women: plus 252 male and 157 unknown-gender attendances.
 - The dedicated sewing studio and practical cookery sessions provided both marketable skills and confidence-building, opening pathways into micro-enterprise, catering, tailoring, and creative work.
- Digital inclusion as a gateway to employability:
 - IT and Digital Inclusion Sessions reached 229 women (1,594 attendances) and 120 men (586 attendances), with notable participation from “unknown” gender.
 - Participants moved from basic computer use to online services, applications, and cyber security awareness, with many completing CPD-accredited modules via Good Things Foundation.
 - These skills were particularly transformative for older women, migrants, and those with low formal education.
- Budgeting and Financial Literacy:
 - 514 female attendances and 193 male attendances across Budgeting & Financial Literacy activities, supported by Citizens Advice Swale and HSBC Sittingbourne.
 - Workshops addressed managing household finances, debt, saving, and small business budgeting, reducing financial anxiety and supporting business aspirations.
- Outcome achievement:
 - 566 women and girls (70%) reported improved employability or business skills (Outcome 2), exceeding the 60% target.
 - 485 women and girls (61%) reported improved educational or career pathways, surpassing the 50% target.

Taken together, these achievements show that CWGIE’s economic empowerment strand has successfully moved participants closer to labour market participation, self-employment, and financial stability, while remaining sensitive to caring responsibilities, health issues, and immigration constraints.

6.4.4. Community Empowerment

Community Empowerment relates to participation in civic life, volunteering, leadership, cultural engagement, and collaborative decision-making.

Key achievements:

- Volunteering as community leadership:
 - 129 volunteers (147 female, 64 males, 66 unknown) contributed across 208 female, 163 male, and 114 unknown-gender volunteer sessions.
 - Volunteers took on leadership roles in events, health hubs, youth engagement, social media, research support, and peer mentoring, strengthening community ownership of the project.
- Community Involvement and Outreach:
 - Recruitment channels such as word of mouth (263 people), volunteer centres (137), leaflets (168), networking events (108), and schools (79) show that CWGIE is embedded within community fabric.
 - Regular outreach in Isle of Sheppey, Faversham, and Sittingbourne helped address geographical inequalities in service access.
- Cultural and remembrance events:
 - Heritage & Cultural History Month, International Women’s Day, and VE/VJ Day commemorations allowed participants to reflect on identity, history, and global contributions of women and ethnic minorities. These activities fostered intergenerational dialogue, cross-cultural understanding, and pride.
- Involving men and boys:
 - Men and boys engaged in volunteering, wellbeing sessions, employability workshops, and commemorative events.
 - Outcome 6 indicators show 130 men (65%) reporting increased awareness of women’s issues and 150 men (75%) reporting an active role in facilitating change and sharing awareness—substantially above the targets of 40% and 20% respectively.

These achievements underscore CWGIE's role not only as a service provider but as a community empowerment platform, enabling women, girls, men, and boys to co-create a more inclusive, cohesive, and equitable local environment.

6.5. Case Studies of Individual Transformation

1. M: A Journey of Growth and Community Contribution



m joined Diversity House over a year ago. With the help of Diversity House team, m set clear goals: to improve his well-being, enhance his computing skills, and strengthen his English language proficiency. At the start of his engagement, m often found it challenging to communicate with a clear focus. This case study details his journey from a new service user to a valued community contributor, highlighting the crucial role Diversity House played in his growth.

Engagement and Early Progress

m began his time with Diversity House by regularly attending well-being sessions. He engaged with our yoga, meditation, and mindfulness programs, which were instrumental in his personal development. After approximately three to four months of consistent attendance, a noticeable and positive transformation was observed. M's punctuality improved significantly, and his communication became more focused and effective. This progress built his confidence and led to a growing sense of belonging within the Diversity House community.

Discovering Potential and Contributing to the Community

As his confidence grew, M engagement deepened. He transitioned from receiving support to actively contributing to the community as shown in the picture below. He began helping with our cycling club, where he demonstrated a natural aptitude for repairing bikes. Collaborating with another service user, M's teamwork skills flourished. His ability to work respectfully and effectively with others proved that he was a valuable member of any team. He also

extended his learning by joining an IT class, further demonstrating his commitment to his initial goals.



Building a Path to Employment

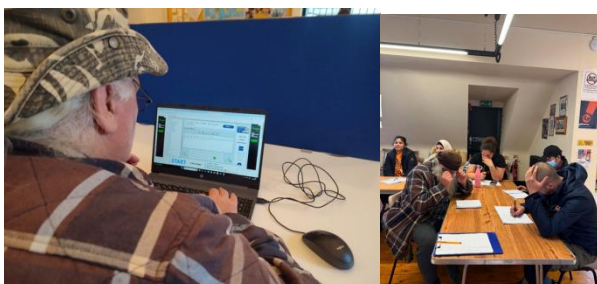
We worked closely with him to prepare for the next step. This support included one-on-one sessions focused on:

- **CV Writing:** Collaborating to craft a compelling CV that accurately reflected his new skills and experiences.
- **Mock Interviews:** Providing practice interview sessions to build his confidence and communication skills in a professional setting.
- **Job Search:** Guiding him in his search for suitable roles, leveraging the skills he gained in the IT class.

Outcome and Looking Forward

Thanks to a year of extensive engagement with our services and the tailored support provided, M successfully secured a volunteering opportunity with another charity. This achievement is a testament to his hard work and resilience along with the valuable support provided by Diversity House. It also highlights the power of holistic support in empowering individuals to achieve their full potential. M's journey serves as an inspiration and a prime example of the positive impact that can be achieved through dedicated personal effort and community support.

2. J: The Journey to Finding a Voice and a Place



For over three years, J Smith, a traveller, has been a pillar of consistency and determination at Diversity House. He first came to us with the goal of improving his reading, writing, and computing skills. Despite the demands of work and family, including caring for his grandchildren, J has consistently made his weekly Tuesday computer class and Friday English sessions a priority. This unwavering commitment is a testament to his character and a powerful indicator of his deep-seated desire for personal growth.

The Turning Point

J's journey to becoming an empowered individual can be best understood through a single, transformative incident. A member of staff walked into the ESOL class to find him engrossed in a book about motherhood. Without hesitation, J asked, "Do you have a book about being a dad?" His question was not just a simple query; it was a profound psychological shift.

The staff member, moved by his curiosity, went online and found a book for him. When she told him the cost, his response revealed not a lack of funds, but a determination to attain his goal: "I do not have £12, but I am going to save up to buy this book." This moment was a masterclass in **intrinsic motivation** and **personal agency**. He was not just learning to read because he felt he had to; his reading for pleasure and knowledge was driven by a deeply personal desire to become a better father and grandfather.

When the staff member offered to write down the book's title, J took a pen and, with a newfound sense of confidence, wrote the words himself. <https://encrypted-tbn3.gstatic.com/licensed-image?q=tbn:ANd9GcSJFCjbFTRsZP5KySHu2Bt2yz6Qccu3PQ6EJZ0uBud0rzNXQoBeQcFe40XwkOEuX8QAeglaBRA8gp9yKj1QjT4mAyj2LLQk0cLkQy3jJQ5cODLzQz8> This act was symbolic of his entire journey. He was no longer a passive recipient of knowledge, but an active participant, taking ownership of his own learning and destiny.

Cultivating Skills and Community

J's growth is not confined to his literacy skills. His steady progress in the computer class, where he has learned to type, use a mouse, and search for jobs, has opened a world of digital opportunities. The self-assurance gained from his academic pursuits has translated into a noticeable growth in his personality and social engagement.

This is most evident in his contribution to the Diversity House community. Like J, he has volunteered his time and skills to repair bikes for our cycling club. This act of service goes beyond simple volunteering; it signifies a powerful sense of **belonging**. By giving back, J has demonstrated that Diversity House is not just a place where he receives help, but a community he is proud to be a part of—a place he now feels at home.

3. N: From Isolation to Integration – N's Journey at Diversity House



N, a Turkish gentleman in his mid-60s, arrived at Diversity House with a quiet but profound goal: to learn English and find a job. Accompanying his two daughters to the English language and computing classes, his initial presence was one of reserved observation. His English fluency was extremely limited, serving as a significant barrier to communication and, consequently, to the social and professional life he sought. Yet, even in his silence, his commitment was unmistakable.

The Social and Psychological Landscape of a New Beginning

For N, the act of stepping into Diversity House was more than just enrolling in a class; it was an emotional and social leap. The challenge of a new language at his age is immense, often comes with feelings of vulnerability and frustration. From a psychological perspective, mastering a new language can feel like rebuilding one's identity from the ground up. N initial silence was not a lack of interest, but likely a manifestation of the anxiety and fear of judgment that can accompany language learning in a social setting. His presence, however, demonstrated a powerful coping mechanism: he was actively facing his fear, supported by the support, encouragement and mentorship of Diversity House team.

The classroom environment at Diversity House was designed to be safe and a space of belonging, where he could practice and grow. The social aspect of the English classes provided a crucial sense of community. The journey from non-verbal participation to tentative speaking was a pivotal moment, marking a shift from passive observation to active engagement. The trust he placed in his teachers and fellow service users was an essential element of his progress. This environment fostered a sense of psychological safety, which is vital for risk-taking, such as attempting a new word or forming a simple sentence.

The Pursuit of Purpose: Beyond language acquisition

N ultimate goal was employment. His expressed desire to find a job was a profound statement about his need for purpose, independence, and social integration. From a social perspective, work is often more than just a source of income; it's a cornerstone of identity and belonging. The inability to work due to a language barrier can lead to feelings of disempowerment and isolation.

Our team's intervention was therefore a holistic effort, addressing not just his linguistic needs but also his professional aspirations. The mock interviews were particularly critical. They served as a bridge between the controlled environment of the classroom and the unpredictable reality of a job interview. They allowed him to practice not only his English but also to build

his self-efficacy, the belief in his own ability to succeed. Each mock interview, whether successful or challenging, was a small victory, reinforcing his confidence and preparing him for the real thing.

A Story of Triumph and Lasting Impact

The day N secured a job at the kebab shop in Sittingbourne was a testament to his relentless spirit and the collaborative effort of Diversity House team. This was more than just a job placement; it was the culmination of his courage and hard work, and the validation of his journey. For him, it represented a return to an active and contributing role in society. **For Diversity House, it was a powerful confirmation of its mission—to empower individuals to overcome barriers and achieve their full potential.**

Eight months later, N continued employment speaks volumes. His perseverance is now a visible reality, not just in a classroom, but in his daily life. This story underscores a vital truth that resilience is not an inherent trait, but a skill that can be nurtured through a supportive environment (such as Diversity House) and a strong sense of purpose. N journey is a powerful reminder of how human connection and targeted support can help an individual navigate the emotional and social complexities of a new life and thrive.

4. CH: From School to Service: My Work Experience at Diversity House.



This is CH reflection, who is completing a work experience placement at Diversity House. CH is a student in her final year of school, and her writing below details the skills she gained and the progress she made.

CH said: *“During the summer holidays, I was able to spend time volunteering at diversity house. On Mondays in the morning, I assist with the coffee morning, a well-being space. During this time, I had the opportunity to interact and communicate with people from different backgrounds through mindful activities, including painting and drawing. This enabled me to improve my ability to engage with and relate to people. As well as this, I have had the opportunity to observe IT sessions where attendees can make use of computer time to complete personal tasks, as well as take part in IT courses that can help with personal development including cyber security courses teaching people how to be secure and safe on the ever-evolving internet. I helped various organisational tasks within the centre. This included sorting and packaging donated clothing in preparation for a fundraising boot sale held at the Apple Yard Sports Ground in late August. I also helped create the items for display including posters to promote cycling club that goes I enjoyed being involved in the creative part of advertising with charity. A highlight of my volunteering experience was on the 16th of August, when I represented Diversity House by manning an information stand during the Victory Over Japan Day (VJ Day) celebration, held in Sittingbourne High Street. Whilst on the stand, I was able to engage with the general public sharing info about the charity and what they stand for handing out leaflets and answering questions about the event. From this, I was able to gain confidence in engaging with people within the wider community. In addition, I gained a better understanding of how charitable organisations operate behind the scenes, especially in relation to funded projects. After being asked to collect feedback for the event after thinking this was to learn how to improve, I became aware about the importance of both quantitative and qualitative data when compiling reports for funders. This plays an important part in an essential role in highlighting the success/impact of an event and to justify how funds have been allocated. Observing this process underlined the importance accountability to maintain trust in those who invest in events”.*

5. J: Empowering Confidence and Skills



In the picture is J, a gentleman in his 60s, sought work experience at Diversity House with a clear goal: to improve his communication skills and secure a receptionist job. Initially, he was concerned about his ability to communicate effectively in a professional setting. Over the past six months, his dedication and the consistent support from Diversity House have led to a remarkable transformation.

Key Achievements:

- **Enhanced Communication:** J has shown significant improvement in his ability to communicate clearly and confidently. His interactions have become more purposeful and effective, moving beyond simple conversation to active engagement.
- **Skill Development:** In addition to gaining valuable work experience, J actively participated in our IT classes to enhance his computer skills for job searching.
- **Improved Confidence:** J confidence has grown dramatically. He is now a more respectful, kind, and approachable individual, embodying the welcoming spirit of Diversity House.
- **Job Interview Success:** The comprehensive support provided by our team, including mock interviews and CV development, resulted in J securing a job interview. He was well-prepared and confident going into the interview process.

J continues to volunteer with us, believing there is still much to learn. His journey is a powerful example of the impact of our services on an individual's personal and professional growth. Diversity House is proud to have supported J in his development, helping him to not only acquire new skills but also to build the confidence needed to achieve his goals. J talked about his growth in this interview.

6. **B:** from overcoming language barriers to actively supporting her child's education and preparing for future employment.



B (wearing a grey headscarf) joined Diversity House in October 2024 with clear goals: to improve her well-being, enhance her communication skills, and strengthen her English language proficiency. At the beginning of her engagement, she often found it difficult to communicate with others. This case study highlights her journey from being a new service user with limited confidence to showing remarkable improvement in reading, writing, listening, and enthusiasm for learning — showcasing the vital role Diversity House played in her personal and educational growth.

Engagement and Early Progress

From the outset, B immersed herself in Diversity House's ESOL and IT sessions. She also took part in complementary activities such as coffee mornings, meditation, and mindfulness programs, which supported her personal development and overall well-being.

After approximately six months of consistent attendance, her transformation became evident. She developed greater punctuality, her communication became clearer and more effective, and her confidence grew. This not only boosted her learning progress but also helped her feel a stronger sense of belonging within the Diversity House community.

Discovering Potential and Contributing to the Community

With her confidence increasing, B has taken bold steps toward expanding her learning. She has enrolled in an online English course to further strengthen her language skills and has also started learning Mathematics. Beyond her own progress, she has begun applying her knowledge at home by actively supporting her child's learning. This demonstrates her ability to grow while positively contributing to her family's development and the wider community.

Building a Path to Employment

B dedication to learning and self-improvement is laying the foundation for future employability. By developing her language, digital, and numeracy skills, she is opening doors to potential career opportunities. Her journey exemplifies how access to supportive community programs can help individuals progress toward independence and work readiness.

Outcome and Looking Forward

Today, B is not only more confident in her communication but also more motivated to achieve her long-term goals. She continues to learn, adapt, and contribute, embodying the values of resilience and growth. Looking ahead, she aspires to further improve her skills, enhance her employability, and remain an active member of the Diversity House community. This is all shown in this interview with B.

7. X: Success Story

X's story is a powerful testament to the unwavering commitment of Diversity House to its service users. For over two years, his family has been an integral part of our community, regularly attending well-being classes and coffee mornings, finding solace and support within our walls. It was during one such morning, a moment of casual conversation and shared warmth, that a new chapter for X began.

A staff member learnt that X, a quiet and skilled individual, was seeking employment. He spoke with pride about his experience as a handyman and gardener, but finding a suitable role had proven challenging. This was more than just a request for help; it was a human need for purpose and a chance to contribute. True to its mission, Diversity House immediately stepped in, recognising that our support extends beyond our scheduled classes.

A staff member conducted a full assessment to understand X's skills and aspirations more deeply. In a stroke of synchronicity, we knew that a local business, Family Homes, was actively seeking a handyman. A quick call was all it took. An interview was arranged, and hope filled the air. We were confident that this was the perfect opportunity to connect a skilled individual with a local business in need.

However, the journey was not without its challenges. After a week of waiting, X returned to Diversity House, his hope diminished. He had not been contacted by Family Homes, despite their assurances to us. For many organisations, the story might have ended there, a referral made and a lesson learned. But for Diversity House, our commitment runs deeper. Our core values are defined by our actions.

On a determined Monday morning, a staff member went to Family Homes in person. She took X with her, a physical demonstration of our promise to stand by our service users. They met with a representative, and the situation was quickly resolved. The in-person visit cut through the miscommunication and solidified the connection. Thanks to this extraordinary act of persistence, X was not only offered a job but was scheduled to start the following week.

X's success is a direct reflection of Diversity House's most vital principles: **perseverance, consistency, and an unwavering belief in the potential of every individual**. We do not stop trying until the desired outcome is achieved. This case study is more than just a story of one man getting a job; it is a vivid illustration of our mission to provide genuine, lasting support and to create a community where every person is seen, heard, and championed. It proves that the human touch, a helping hand, and a refusal to give up can truly change a life.

8. A Case for Stability: From Crisis to Hope

The journey of a young mother and her two-year-old child living in a caravan between Faversham and Canterbury was a testament to the profound psychological and physical toll of housing precarity. Research in developmental psychology underscores the critical importance of a stable environment for early childhood development. For this mother, the constant instability and isolation of her situation didn't just pose a physical threat; it created a chronic state of stress, what psychologists call "**toxic stress**," which can have lasting negative impacts on both a parent's and a child's mental and physical health. Without a secure place to call home, the most fundamental human need for safety was unmet.

Recognizing this cascade of vulnerabilities, Diversity House stepped in to provide holistic, responsive support. The intervention began with the most urgent need: **food security**. By providing three food parcels, the organization immediately alleviated a primary source of daily stress, allowing the mother to redirect her limited mental resources away from survival and toward her child's well-being. This act of instrumental support created a foundation of trust and demonstrated that a network of care was available.

Crucially, Diversity House understood that addressing the symptom—the lack of food—was not enough. The root cause was systemic. The team acted as a vital bridge, referring the mother to a social worker and advocating on her behalf. This proactive intervention was more than just a bureaucratic process; it was a psychological lifeline. By taking on the immense

burden of navigating complex social systems, Diversity House reduced the mother's sense of **powerlessness and isolation**. The resolution of her housing crisis provided more than just a roof; it gave her the **cognitive space** to plan for a future, transforming her state of mind from one of fear and reactivity to one of hope and proactivity.

Finally, by assisting the mother in registering with a local GP, Diversity House completed the circle of care. This step connected the family to a reliable source of healthcare, a core pillar of long-term stability. The ability to access medical services for herself and her child, without the added stress of an unstable address, reinforced her sense of control and security. This case study demonstrates how a compassionate, multi-layered approach can effectively dismantle the psychological barriers created by instability and empower an individual to build a safer, healthier life for herself and her family.

9. S daughter and family: From Newcomer to Community Star

When S and her family arrived in Sittingbourne eight months ago, they carried with them the hope of building a new life. S, a committed and respectful professional who had worked as a physiotherapist in India, had a clear vision for their future. She first came to Diversity House with a focused purpose: to refine her English language proficiency and to level up her digital skills with our computing classes. Her dedication was immediately apparent; she knew exactly what she wanted to achieve and approached every session with a profound sense of purpose.

Our initial assessment with S revealed much more than her desire for new skills. We learned that her journey was a family affair, and that her young daughter possessed an extraordinary gift for Indian dance. At Diversity House, our mission is to see beyond the surface and to create a welcoming space where every talent and tradition can flourish. This discovery was a perfect opportunity to not only support S professional development but also to celebrate her daughter's artistic talent.

As we prepared for our **International Women's Day 2025** celebration and the **VJ Day events**, our team was determined to create meaningful platforms for our community members. We saw in S daughter the perfect performer to showcase the rich cultural diversity of our town. Without hesitation, we invited her to perform, giving her a prominent stage at both the Sittingbourne and West Faversham community centres.

The performances were a powerful success. Adorned in a beautiful, traditional costume, the young dancer captivated audiences with her graceful movements and powerful expressions. For S, it was a moment of immense pride, seeing her daughter not only accepted but celebrated by her new community. The performances transformed a personal talent into a shared community experience, fostering a sense of belonging for the entire family.

This case study stands as a testament to the core values of Diversity House. We are not just a service provider; we are a community builder. By proactively identifying the unique gifts within each family and creating tangible opportunities, we provide invaluable support that has a profound, long-lasting impact. The story of S family demonstrates that our work is

more than just helping people—it is about empowering them to become an integral, celebrated part of the community.

10. C: From Uncertainty to Opportunity – C Journey with Diversity House

C first encountered Diversity House during a deeply uncertain phase of his life. Though he was in the UK on a Certificate of Sponsorship (CoS), his sponsoring employer was not providing him with any work shifts. This left C financially vulnerable and unsure of his future.

Challenge:

Without consistent work or income, C faced instability and isolation. Despite holding skills in cybersecurity, he lacked the local networks and opportunities to put them to use.

Turning Point:

Seeking both support and a sense of purpose, C began volunteering with Diversity House. He was welcomed into a community that recognised his potential and was ready to help him rebuild his confidence.

Support Provided:

- **Volunteering Role:** C became a Teaching Assistant in the IT class, supporting digital literacy sessions alongside Mr Ade.
- **Professional Contribution:** Leveraging his background in cybersecurity, he also served as a volunteer Cybersecurity Analyst, contributing to the digital security of the centre.
- **Practical Support:** Diversity House assisted C with:
 - Regular food parcels from its food bank.
 - A bicycle to help with local commuting.
 - Mentoring, skills development, and structured work experience.

Impact:

Through consistent engagement, C regained his self-belief and built a stronger foundation for his career. With Diversity House's guidance:

- He successfully secured a new full-time job.
- He was able to transfer his Certificate of Sponsorship, protecting his immigration status.
- His confidence and employability grew significantly through mentorship and experience.

Outcome:

C is now progressing in his career with a renewed sense of stability and purpose. His story reflects the core mission of Diversity House — to empower individuals through community support, skills development, and inclusive opportunities.

11. CB: Rebuilding Confidence and Connection Through Community Support at Diversity House



During the COVID-19 pandemic, CB, a local resident in Kent, experienced a deep decline in her mental and physical wellbeing. Isolated at home and without regular contact from her adult children and grandchildren, she faced intense loneliness, depression, and a loss of confidence. Her health deteriorated, and she struggled to find purpose and social connection. With no one to talk to and no routine outside of her home, CB felt increasingly vulnerable and withdrawn. The isolation of lockdown worsened her sense of idleness and disconnection from the world. In a bid to reclaim some normalcy and human connection, CB made the decision to visit **Diversity House**. This marked a pivotal shift in her wellbeing journey.

Support Received:

At Diversity House, Ms. A was warmly welcomed and supported in multiple ways:

- **Food bank support** to help with her day-to-day needs.
- **Enrollment in the sewing class**, offering hands-on skills, creativity, and a therapeutic outlet.
- **Participation in regular coffee mornings**, where she began to interact with others in a relaxed, supportive environment.

These activities provided CB with a renewed sense of belonging and self-worth. Through consistent engagement, she:

- Began to **rebuild her confidence**.
- Felt **less isolated and more socially connected**.
- Developed new friendships and reawakened her creativity.
- Took active steps toward improving her **mental and emotional health**.

CB's story illustrates the powerful impact that **community-driven initiatives** can have on individuals facing isolation and poor mental health. Diversity House played a vital role in

supporting her recovery, helping her move from a place of idleness and depression to one of activity, interaction, and hope.

12. JT: A Journey from Isolation to Empowerment



In the pictures, JT is wearing grey hair and blue jacket. Her connection with **Diversity House** began through a word-of-mouth referral during one of the most difficult times in her life. She was experiencing multiple vulnerabilities — **unemployment, mental health challenges, severe financial hardship, and extreme social isolation**. Living without access to **basic utilities like electricity and water**, and struggling with **food insecurity**, she was in urgent need of both practical help and emotional support.

When JT arrived at Diversity House, she was welcomed into a **safe, non-judgmental, and inclusive** environment. The team immediately recognised the seriousness of her situation and began providing **practical support**, including:

- Access to **weekly food parcels** from the organisation's food bank.
- Invitations to join **empowerment-focused activities**, such as:
 - **ESOL classes** to support her English language development.
 - **IT sessions** to improve her digital skills.
 - **Sewing workshops** to encourage creativity and skill-building.
 - **Coffee mornings** to promote social connection and routine.

These activities helped JT begin rebuilding structure and routine in her daily life. They also helped her to gradually open up and sit with the group as shown in the above pictures.

Building Trust and Confidence:

At first, JT was understandably guarded and hesitant to share her story. However, the **consistent kindness, empathy, and respect** shown by the staff gradually helped her feel safe. As trust grew, she opened up more about her circumstances, allowing the team to offer **personalised and holistic support**.

This included:

- A **referral to Citizens Advice** to help her with housing and welfare matters.
- **Encouragement to continue mental and physical health care**, including support with appointments at Medway Hospital.

Positive Change:

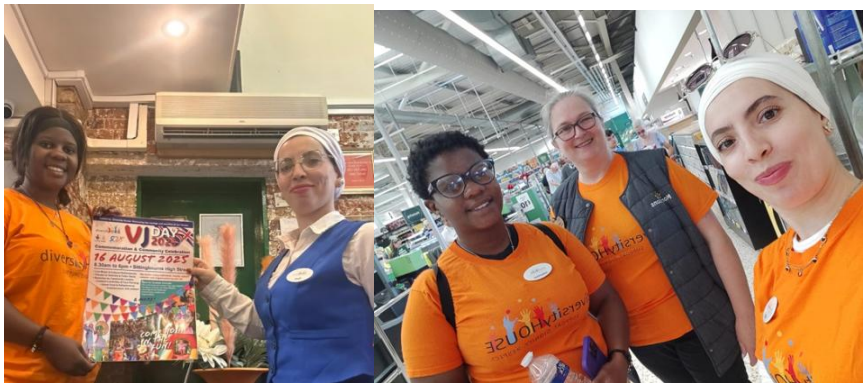
Today, JT is on a path of **renewal and self-empowerment**. She has become more confident and open, participating actively in group sessions and building new friendships. While her journey of recovery and stability is still ongoing, she is no longer facing it alone.

With continued support from Diversity House, JT is:

- Developing stronger **emotional resilience**
- Regaining a sense of **independence and purpose**
- Feeling **hopeful** about her future

JT's story is strong evidence of the power of **community-led, compassionate support**. Her progress illustrates how a nurturing environment, consistent encouragement, and practical resources can transform lives and empower individuals to rebuild from even the most difficult circumstances.

13. LZ: Reclaim a Path to Stability, Independence, and Employment



From a place of vulnerability and despair, LZ story is a powerful testament to the transformative power of community support. At just 20 years old, LZ arrived at Diversity House in April 2025, navigating a difficult period of illness and unemployment. She had faced the isolating challenges of psychotic episodes, a journey that had left her feeling disconnected from her life and career goals.

She began her journey as a service user but, with encouragement, gradually found the courage to transition into a volunteer role. This was more than just a change in status; it was the first step on her road to recovery and rediscovery. She started by lending a hand at the food bank, which gave her an immediate sense of purpose and connection. She moved on to help with the boot sale, gaining practical event experience, and then bravely took a position at the front desk, where she rebuilt her interpersonal and administrative skills. The **IT classes** were a critical part of her recovery, as they helped her regain a sense of normalcy and prepare for the digital demands of today's workforce.

As LZ's confidence blossomed, the team at Diversity House worked with her to polish her CV. She began applying for jobs. When she was invited for an interview at the Morrisons Warehouse, she knew this was the opportunity she had been waiting for. The team at Diversity House immediately stepped in to help her prepare, setting up a **mock interview** to ready her for the challenge. This targeted, one-on-one support not only honed her interview skills but also gave her the crucial emotional boost she needed.

LZ's hard work and the unwavering support of Diversity House paid off. Her interview was a success, and she is now working. Her journey is a beacon of hope, proving that with the right guidance, encouragement, and a supportive environment, it is possible to overcome the most significant of life's challenges and reclaim a path to stability and independence.

14. AA: A Journey from Despair to Purpose



When AA was first referred to Diversity House, she was at a point of profound vulnerability. Her world had become a place of darkness, marked by severe mental health struggles, crippling low self-esteem, and a complete lack of interest in life. She was isolated, and her thoughts had turned to a place of despair. AA's case was not just about providing a service; it was a mission to help her find a reason to live again.

The initial stages of her journey were a testament to the emotional and unwavering support provided by the Diversity House staff. Our team began a consistent, one-to-one mentorship, engaging in in-depth conversations aimed at gently shifting her perspective. We sought to help her see the small glimmers of good in her life, to slowly build a foundation of hope. This was a challenging process that demanded patience, empathy, and remarkable consistency. For many months, our staff held space for AA, offering her unwavering support even when progress was imperceptible.

A turning point came when we discovered her passion for sewing. The sewing class became our beacon of hope and a primary focus of our efforts. For over a year, our mission was simple yet vital: to ensure AA attended her weekly session. Every week, before class, a staff member would call her, offering encouragement and a listening ear. There were times when she offered excuses, a reflection of the deep-seated resistance and anxiety she faced. But each time, the mentorship skills of our team shone through. We managed to motivate and convince her to attend, demonstrating our commitment to her well-being above all else. Slowly, we began to see the most wonderful change—a genuine smile returning to her face.

Today, AA is a transformed woman. She smiles more, she is happier, and her independence has blossomed. Her love for the sewing class is a powerful symbol of her recovery. Even with the absence of our regular sewing volunteer, AA's commitment has not wavered. She now attends drop-in sessions on other days, sometimes even being the only one in the room. This simple act speaks volumes about the incredible shift she has made—from a woman with no interest in life to one who now seeks purpose and joy every day. Her enthusiasm has become so contagious that other local services and businesses have heard her talking about the amazing support she has received from Diversity House.

AA's story is the most profound example of the progress we strive for at Diversity House. While our work is focused on improving soft skills and can be challenging to measure, AA's transformation is a living testament to our impact. Seeing her find joy and purpose is our greatest reward. It proves that with continuous support, empathy, and unwavering belief in an individual's potential, a life can be beautifully and completely reclaimed.

7. Comparative Analysis with Year One and Two

The comparative analysis of Years One, Two, and Three provides clear evidence of the CWGIE project's continued growth, strengthened capacity, and deepening community impact. As the project matured, engagement increased across nearly all sub-work areas, demonstrating greater visibility, improved trust among service users, and the effectiveness of CWGIE's intersectional and holistic approach.

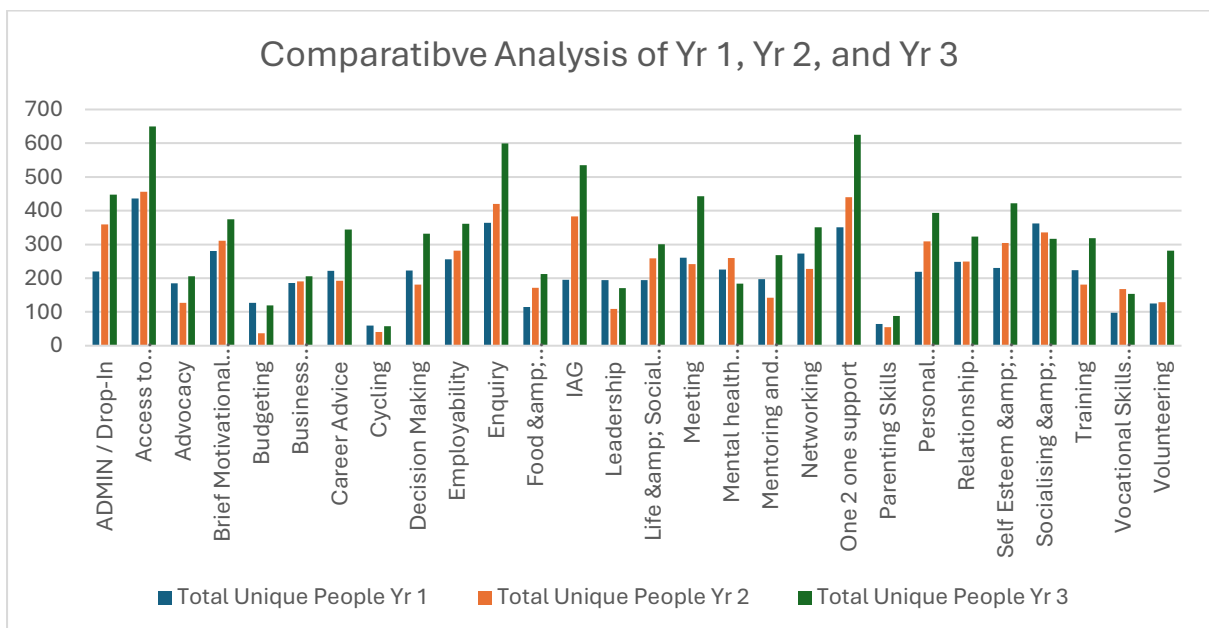
The data in Table 28 shows rising numbers of unique participants across most areas, indicating not only larger reach but also increased relevance of services offered. Year Three highlights significant expansion in personalised support, employability pathways, community access, and empowerment activities.

Table 28: Comparative data for year 1, year 2, and year 3 Sub work area

Sub work area	Total Unique People Yr 1	Total Unique People Yr 2	Total Unique People Yr 3
ADMIN / Drop-In	220	359	448
Access to Community Services	436	456	650
Advocacy	185	127	206
Brief Motivational Intervention	281	311	375
Budgeting	127	37	119
Business Development	186	191	206
Career Advice	222	192	344
Cycling	60	41	58
Decision Making	223	181	332
Employability	256	282	361
Enquiry	364	420	599
Food & Household Items donation	115	172	212

IAG	195	383	535
Leadership	194	109	171
Life & Social Skills	194	259	301
Meeting	261	242	443
Mental health Management	226	260	184
Mentoring and Coaching	197	142	268
Networking	273	228	351
One 2 one support	351	440	625
Parenting Skills	64	55	88
Personal Development	219	309	394
Relationship Building	248	249	323
Self Esteem & Confidence	230	304	422
Socialising & Networking	362	336	317
Training	224	181	319
Vocational Skills (Cooking, Cleaning, Sewing)	98	168	154
Volunteering	125	129	282

Chart 11: Comparative Analysis



7.1. Key Trends and Insights from the Three-Year Comparison

1. Significant Growth in Direct Support, Advice, and Advocacy

Sub-work areas such as ADMIN/Drop-In, Access to Community Services, Enquiry, IAG, One-to-One Support, and Advocacy show substantial growth:

- **ADMIN / Drop-In:**
Increased from 220 (Yr 1) → 359 (Yr 2) → 448 (Yr 3).
This steady rise reflects growing trust in Diversity House as a first point of contact for advice, crisis support, and signposting.
- **Access to Community Services:**
436 (Yr 1) → 456 (Yr 2) → 650 (Yr 3).
This is one of the largest increases overall, demonstrating heightened demand for support navigating healthcare, schooling, housing, and statutory services.
- **Enquiries:**
364 (Yr 1) → 420 (Yr 2) → 599 (Yr 3).
More people are coming forward for help, particularly those facing language and digital barriers.
- **Information, Advice and Guidance (IAG):**
195 (Yr 1) → 383 (Yr 2) → 535 (Yr 3)—a 174% increase since project inception.
- **One-to-One Support:**
Increased from 351 → 440 → 625, highlighting the growing complexity of participants' needs.

Interpretation:

This trend suggests rising socio-economic pressures (cost-of-living crisis, insecurity, mental health challenges), increased community awareness of CWGIE services, and the success of outreach efforts in Sheppey, Sittingbourne, and Faversham. It also reflects CWGIE's expanding role as a trusted community hub for personalised support.

2. Strengthened Empowerment and Personal Development Outcomes

Growth across empowerment sub-work areas demonstrates the project's success in addressing confidence, self-belief, and psychological well-being.

Notable increases include:

- **Self-Esteem & Confidence:**
230 (Yr 1) → 304 (Yr 2) → 422 (Yr 3)
This aligns with Outcome 1 improvements, where 78% of women and girls reported increased confidence.
- **Decision-Making:**
223 → 181 → 332, with Year Three showing significant recovery and growth.
- **Personal Development:**
219 → 309 → 394, positioning it as one of the highest-engaging sub-work areas.

- Life & Social Skills:
194 → 259 → 301, showing continued growth in relational and practical competencies.
- Mentoring and Coaching:
197 → 142 → 268, indicating renewed interest in structured, personalised intervention.

These improvements directly correlate with the project's psychological, social, and aspirational outcomes.

3. Strong Increase in Economic Empowerment and Employability Activities

Economic empowerment activities have seen consistent increases, confirming that participants are increasingly motivated to improve their financial independence and employability.

Key upward trends:

- Career Advice:
222 → 192 → 344, a strong Year Three rebound and significant increase.
- Employability:
Growth from 256 → 282 → 361, reflecting demand for CV help, interview preparation, and job readiness.
- Training:
224 → 181 → 319, supported by IT, digital skills, Good Things Foundation courses, and partner-led training.
- Budgeting:
After a dip in Year Two (127 → 37), Year Three engagement rose sharply to 119, supported by HSBC and Citizen's Advice Swale.
- Business Development:
Consistent increases (186 → 191 → 206), showing interest in entrepreneurship.

These trends correspond with Outcome 2 achievements, where 70% of women and girls reported improved employability skills.

4. Rising Community Empowerment, Volunteering and Social Participation

Community empowerment activities also showed substantial expansion:

- Networking:
273 → 228 → 351, signifying strengthened partnerships and peer support networks.

- **Socialising & Networking:**
Although slightly lower in Year Three (362 → 336 → 317), participation remains high, with coffee mornings, cultural events, and ESOL clubs facilitating social inclusion.
- **Volunteering:**
Dramatic increase from 125 (Yr 1) → 129 (Yr 2) → 282 (Yr 3)—a 126% increase since Year Two.
This demonstrates growing ownership, leadership, and community involvement.
- **Leadership:**
194 → 109 → 171, indicating renewed participant leadership and engagement in community-driven activities.

These trends directly support Outcomes 5 and 6, especially increased volunteering and improved engagement of men and boys.

5. Consistent Engagement in Creative, Cultural and Skills Activities

- **Vocational Skills (Cooking, Cleaning, Sewing):**
98 (Yr 1) → 168 (Yr 2) → 154 (Yr 3).
Although slightly lower in Year Three, participation remains significantly above Year One, and interest in sewing and cookery continues to grow.
- **Cycling & Physical Activities:**
60 → 41 → 58, showing gradual re-engagement post-pandemic restrictions.
- **Mental Health Management:**
226 → 260 → 184, a decline in Year Three—likely due to participants shifting toward one-to-one support, wellbeing groups, and music for wellbeing, and broader mental health activities.

These patterns show that participants benefit from both practical skills and culturally meaningful, creative activities, reinforcing psychological and community empowerment outcomes.

6. Year Three as the Strongest Year of Delivery

Across the board, Year Three demonstrates:

- The highest number of unique beneficiaries across almost all sub-work areas
- The highest number of sessions and attendances
- The deepest impact, evidenced by stronger outcome achievements

- A more sophisticated multi-partner model, including NHS, community rail networks, schools, councils, digital learning providers, and local employers
- A stronger intersectional, holistic approach, addressing multiple overlapping barriers (immigration status, caring responsibilities, disability, language, mental health, employment status)

Year Three confirms CWGIE's evolution from a project into a fully embedded, trusted community empowerment ecosystem.

8. Added Value – Social Return on Investment (SROI)

The Social Return on Investment (SROI) analysis provides compelling evidence of the economic, social, and wellbeing benefits delivered through CWGIE in Year Three. With an investment of **£456,032** (including match funding) over the three-year period. This analysis provides a monetised assessment of the value created by the CWGIE project during Year Three by using the verified outcomes achieved (**Table 27**) and appropriate financial proxies (**Appendix 1: SROI Financial Proxies and Calculations**), the SROI calculates the economic, social, and wellbeing benefits generated for beneficiaries, families, partners, and the wider community. This analysis helps understand not only *what* changed, but *how much value* the program delivered relative to its cost and recognises that CWGIE interventions on confidence building, mental health support, digital inclusion, ESOL, vocational skills, employability support, volunteering, and male allyship produce meaningful and measurable social impact across multiple domains of empowerment.

Net Social Value - Adjustments for deadweight, attribution and drop-off

To avoid overstating impact, a combined **50% deduction** was applied to the gross social value. This single adjustment factor reflects:

- **Deadweight** – some change would have occurred without CWGIE
- **Attribution** – contributions from other services, organisations and personal effort
- **Displacement** – where benefits in one area may slightly reduce outcomes elsewhere
- **Drop-off** – the fact that some benefits may decrease over time

This approach ensures the final SROI is **cautious rather than inflated**, in line with good practice guidance.

Monetised Outcomes – CWGIE Year Three

Using the achieved outcome figure from table 27, the following financial proxy's sources from appendix 1 were applied below:

Table 29: Monetised Outcomes

OUTCOME AREA	ACHIEVED	FINANCIAL PROXY	RATIONALE FOR PROXY	TOTAL VALUE (£)
IMPROVED CONFIDENCE & MOTIVATION	621	£1,200	Cost of confidence & resilience programme	£745,200
IMPROVED ACCESS TO RESOURCES	467	£800	Value of avoided crisis intervention & increased independence	£373,600
EMPLOYABILITY & BUSINESS SKILLS	566	£5,000	Increased earnings potential/closer to work	£2,830,000
IMPROVED EDUCATIONAL/CAREER PATHWAYS	485	£2,000	Value of progression into formal education/training	£970,000
GIRLS' PARTICIPATION IN CLUBS	112	£1,000	Avoided early disengagement risk	£112,000
IMPROVED PSYCHOLOGICAL WELL-BEING	399	£600	Reduced NHS mental health service use	£239,400
IMPROVED PHYSICAL WELL-BEING	517	£500	Reduced NHS cost + increased activity	£258,500
IMPROVED VOLUNTEERING ACCESS	610	£600	Skills development value	£366,000
REDUCED SOCIAL ISOLATION	587	£1,000	Avoided loneliness-related health costs	£587,000
MALE ALLYSHIP	130	£750	Value of community	£97,500

			gender education	
MALE ADVOCACY	150	£780	Improved community cohesion & violence prevention	£117,000

SROI Calculation Summary

Total Project Cost (3 Years)

£456,032 (*including March funding*)

Total Social Value Generated in Year Three

£6,696,200

Net social value (after 50% deduction)

£3,348,100

Final SROI Ratio

$$\text{SROI} = \frac{\text{Net Social Value}}{\text{Total Cost}} = \frac{£3,348,100}{£456,032} = 7.34$$

Based on a three-year investment of **£456,032**, the project generated an estimated **£6,696,200** in social value. This equates to a **net social value of £3,348,100** once project costs are accounted for, resulting in an SROI ratio of **£1:£7.34**. In practical terms, for every **£1 invested** in CWGIE, approximately **£7.34** of social value was created.

This strong return affirms the effectiveness of CWGIE's holistic empowerment model, which produces layered gains across multiple domains—confidence, employability, psychological well-being, education, social inclusion, and community stability. The program's interventions reduce pressure on public services, strengthen community cohesion, and equip women and girls with the tools they need to overcome structural, economic, and cultural barriers.

The largest contributions to social value came from improvements in employability skills and career pathways, followed by enhanced psychological well-being, reductions in social isolation, and increased access to essential community services. Additional value was

generated through male allyship initiatives, improvements in physical health, and girls' increased participation in educational and enrichment activities.

Overall, the SROI findings confirm that CWGIE is not only a highly impactful program, but also a **high-value, cost-effective investment** with far-reaching benefits for individuals, families, public-sector systems, and the wider Swale community.

9. Stakeholder and Beneficiary Feedback

Stakeholder feedback represents a cornerstone of CWGIE's reflective practice approach, ensuring that program delivery remains responsive, inclusive, and aligned with lived community needs. In Year Three, Diversity House engaged extensively with participants, partner organisations, and volunteers to understand the holistic value and impact of CWGIE activities. Their insights highlight the programme's effectiveness in building confidence, strengthening well-being, enhancing employability, and promoting community cohesion across Swale.

9.1. Participant Testimonials

Feedback from women, girls, and families underscores the transformative effect of CWGIE's holistic, culturally competent, and trauma-informed interventions. Responses consistently pointed to significant personal growth across emotional, social, educational, and economic domains.

9.1.1. Confidence, Motivation, and Personal Empowerment

Many participants reported profound improvements in their confidence, self-esteem, and motivation—often describing CWGIE as the first space where they felt safe, valued, and understood.

“Coming here has changed my life. I used to be scared to speak in groups, but now I feel confident joining activities, applying for jobs, and talking to people.”

— CWGIE Participant (Female, 36–45)

9.1.2. Skills Development and Employability

Participants highlighted the practical value of IT training, employability coaching, and vocational workshops in building readiness for employment or business.

“The CV sessions and digital classes helped me apply for jobs. I now have interviews lined up—I never thought that would happen.”

“Sewing helped me start selling items from home. I'm making my own money again.”

9.1.3. Reduction in Anxiety, Isolation, and Emotional Strain

Women experiencing isolation, trauma, or mental health challenges described CWGIE as a lifeline.

“I was alone and struggling. The coffee mornings and mental health workshops gave me friends, support, and peace of mind.”

“This place saved my mental health. I no longer feel invisible.”

9.1.4. ESOL and Language Confidence

Participants from migrant backgrounds emphasised the importance of the ESOL and Conversation Club.

“I can now go to the GP, the school, and the shops without fear. Learning English here changed everything for me.”

9.2. Partners Feed back -

Feed Back from **CULTURAL CELEBRATION** HELD AT SITINGBOURNE LIBRARY LED BY C.E.O Diversity house Christine Locke

Date of session attended	Where did you hear about this event?	What did you gain from this event?	What is one thing we could do to make this event better?	Would you recommend this event and why?	What type of activity would you be interested in attending in the future?
25/10/2024 (Milton Court pupils – group feedback)	Email from the library	More understanding of different cultures Knowledge that Black history is all the time, not just a month. Working with lots of people with a range of skills and knowledge. Got to do the drumming – enjoyed taking part Flags and map-finding was <u>really good</u>	Teach how to do the drumming, so learning a skill. Would like a wider range of instruments More storytelling – Christine’s a <u>really good</u> storyteller Focus on histories of other Black communities, such as Trinidad More reading opportunities – books by Black authors, share some together, more storytelling. Playdough activity – for older children, could this be to label map with countries instead Children wanted to play the game with the balls!	Really enjoyable Ran by lovely people Increases our knowledge of cultural diversity Children understood the impact of just celebrating Black History Month once a year	Reading – story time/storytelling – maybe led by library or visitor Art activities Exploring artifacts related to stories celebrating Black history

9.3. Volunteer Reflections and Learning

Volunteers including young people, adults, retirees, students, and community members—played an essential role in Year Three. Their reflections demonstrate significant personal development and positive community impact.

1. Development of Communication and Leadership Skills

Volunteers reported gaining valuable experience applicable to employment and education.

“Volunteering helped me build confidence in talking to people and leading groups.”

2. Cultural Awareness & Community Cohesion

Volunteers appreciated the opportunity to work in a multicultural environment.

“I learned so much about different cultures and how to support people with compassion.”

3. Pathways into Employment

Several volunteers secured work or training after gaining experience at CWGIE.

“After volunteering at Diversity House, I got my first paid role. The experience really helped my CV.”

4. Emotional Fulfilment

Many described a sense of pride and purpose in serving the community.

“Seeing women grow and smile again made all my hours’ worth it.”

10. Lessons Learned

Over the three years of delivery, the CWGIE project generated rich insights into the complex social, economic, and cultural factors influencing the empowerment of women and girls in Swale. These lessons provide valuable guidance for future program design, strategic planning, and cross-agency collaboration.

Across the three years, it became evident that **accessibility and social connection** are central to building strong foundations for empowerment. The project learned that:

- **Localised, neighbourhood-based outreach** significantly increases engagement and retention. Delivering activities in schools, community hubs, and partner venues effectively reduced transport and childcare barriers that often prevent women and girls from participating consistently.
- **Trauma-informed facilitation is essential for meaningful engagement.** Many participants face significant emotional, migration-related, or family stressors. Approaches that prioritised safety, empathy, and dignity resulted in higher retention and more positive mental health outcomes.
- **Social connection is a protective factor for mental health.** Activities such as walking groups, music for wellbeing, and coffee mornings played a powerful role in reducing loneliness and improving mood—demonstrating that wellbeing support extends beyond clinical interventions.
- **ESOL and digital skills are fundamental stepping stones to employment.** Persistent demand for both areas shows their centrality to improving participants’

independence, confidence, and access to job opportunities. These should remain core components of any future programming.

- **Vocational and creative pathways offer accessible routes into the labour market.** Practical sessions such as sewing, cooking, and craft production serve as confidence-building entry points for women who have had long-term career breaks or limited qualifications. Many used these sessions as the foundation for micro-business development.
- **Male allyship is a powerful catalyst for sustainable gender equality.** Engaging men in dialogue, peer education, and awareness activities led to broader community understanding and supported healthier, more respectful gender norms.
- **Cultural and heritage events strengthen cohesion and shared identity.** Celebrations such as Cultural History Month, International Women's Day, and VE/VJ Day commemorations promoted intercultural understanding, helping to bridge the gap between different community groups.

11. Conclusion

The Centre for Women and Girls' Innovation and Empowerment (CWGIE) Year Three program mark the successful completion of a three-year transformational journey across Swale. This final year focused on consolidation, expansion, and long-term sustainability building on the foundations laid in Years One and Two while responding dynamically to emerging community needs, particularly those linked to economic pressures, mental health challenges, and integration barriers.

Across the three years, CWGIE has demonstrated that a holistic, intersectional, and person-centred empowerment model can significantly improve the lives of women, girls, and families. The Year Three results 728 unique beneficiaries, 585 sessions, and over 57,000 participant-hours are a testament to both the scale and depth of community engagement achieved. More importantly, the project exceeded most of its Outcome Indicator Matrix targets, demonstrating clear and measurable improvements in confidence, employability, well-being, social inclusion, and male allyship.

The project's impact extends beyond quantitative achievements. Qualitative feedback from beneficiaries, partners, schools, and volunteers reveals powerful personal transformation: restored confidence, renewed hope, enhanced skills, reduced loneliness, improved health, strengthened family relationships, and greater independence. Women and girls who previously faced significant barriers—language, trauma, unemployment, social isolation, caring duties, or lack of qualifications—reported feeling more empowered, capable, and connected.

Partnerships played a vital role in amplifying CWGIE's reach and credibility. Collaborative work with schools, local businesses, West Faversham Invicta, Kent Community Rail Partnership, NHS One You, employers, voluntary organisations, and local authorities created

a supportive ecosystem that reinforced the program objectives. These partnerships have become a cornerstone of CWGIE's identity and a key driver of its sustainability.

The program also produced important strategic learning particularly around early intervention for girls, the value of real-life experiential learning, the ongoing digital divide, and the need for culturally competent mental health support. These insights will inform future service development and offer a blueprint for wider replication across Kent and beyond.

As CWGIE concludes its funded phase, the evidence clearly demonstrates that continued investment in women's empowerment is essential. The demand for services remains high, and many beneficiaries have expressed a need for ongoing support, particularly in digital readiness, employability, mental health, language learning, and community inclusion. Sustaining the program's legacy will require coordinated commitment from funders, partners, and the wider community.

Overall, CWGIE has not only met its objectives, but it has also contributed to long-term systems change by raising aspirations, building resilience, strengthening families, fostering intercultural cohesion, and establishing a strong foundation for women's leadership and economic participation in Swale. The programme has become a trusted community anchor and a powerful model of how grassroots empowerment can drive inclusive, sustainable social change.

The evidence from Year Three confirms CWGIE is not just a project. It is a catalyst for transformation, empowerment, and community renewal leaving a legacy that will continue to shape the lives of women and girls long after its formal end.

Appendices

Appendix 1: Financial Proxies

Outcome Type	Proxy Source	Amount
Confidence	National confidence-building programme cost	£1,200
Access to resources	Value from financial independence/cost avoidance	£800
Employability	DWP value of moving closer to work	£5,000
Education pathways	Adult learning progression value	£2,000
Girls' clubs	Early intervention cost	£1,000
Mental health	Reduced NHS service use	£600
Physical health	NHS cost savings	£500
Volunteering	UK volunteer replacement cost	£600
Social isolation	Loneliness mitigation cost	£1,000
Male allyship	Prevention/community cohesion	£750
Advocacy by men	Early gender-based harm prevention value	£780