

The Family Development Project

BIG LOTTERIES EVALUATION

Darnall Family Development Project

Yorkshire and the Humber Region

January 2011

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**Sheffield
Hallam University**

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An Evaluation of the Darnall Family Development Project - 2011

Executive Summary

A Realistic Evaluation (Pawson and Tilley, 1997) was undertaken of the Big Lotteries funded (£492,000, for 2006-2011) Family Development Project in Darnall, an area of a diverse multi-cultural community with high social deprivation in east Sheffield. The Family Development Project (FDP) had initially developed from within the Church Parish of Darnall and Attercliffe in 1999 with a grant from the Church Urban Fund and funding was later acquired from the Big Lotteries Fund in 2001 and 2005.

The Family Development Project

The FDP provides offers a wide range of support services to families in the Darnall area (with crèche facilities for small children) where families are able to self refer or be recommended by statutory or voluntary sector partner organisations in the locality. The services provided are:

- **One to one family support** with e.g. particular social, financial, educational or parental issues and concerns that causes the family difficulties in parenting¹
- **Courses are offered to children and parents** a range of clubs are available such as mother and toddler, after school clubs, homework clubs and more recently courses such as 'Miss Unique' and courses on becoming a young helper with younger children. Training courses are offered to parents in play, childcare, positive parenting and first aid for babies and children. Accredited adult education classes are offered to parents in NVQ childcare alongside study skills support for parents and specific support for parents who speak English as a second language
- **Volunteering** - Children and Parents are encouraged to become volunteers of the project, to develop work experience and to do work placements for college courses

The Evaluation

This evaluation was carried out as an independent, external evaluation by Sheffield Hallam University in collaboration with the Management Committee of the FDP over the summer months of June - September 2010. Realistic Evaluation as a method of evaluation enabled the evaluator to

¹ Some top up funding from the Children's Centre has enabled a small increase in 1:1 family support and some new groups including Messy Mondays, Yoga Tots and Movers and Shakers. These groups have not been included in this evaluation of the Big Lotteries funding 2006-2011.

work collaboratively with the FDP and a small evaluation group led by parents who use the FDP services were able to help formulate the evaluation questions which were framed as Context, Mechanisms and Outcomes (CMOs). Framing the research questions within CMOs help to determine what particular mechanisms (programmes for children and families) work in which contexts to achieve specific outcomes. The evaluation engaged 233 stakeholders of the FDP (73 children and young people, 130 parents and 30 staff from statutory and voluntary sector organisations in Darnall). The methods used to engage people were: questionnaires, semi-structured interviews, focus groups and an electronic on-line questionnaire.

Findings

In all but one of the big lottery targets the project has more than doubled what it set out to achieve with children and families in the Big lotteries funded period 2006-2010:

- **One to one family support** was given to 246 families (an increase on the target of 310%)
- **Parenting courses** - 134 parents participated in parenting courses (48% up on the target)
- **A Fathers group** was established with 64 members meeting 100% more times than planned
- **Accredited courses for parents** - 322 parents participated in accredited courses (257% increase on the target)
- **Children's clubs** - 292 sessions have been used by children across the clubs (94% increase on the target)
- **Volunteers recruited** to the project was up 37% on the target, which means the project now has 100 volunteers on its books (50 of these are active volunteers)
- **Community Open Days** in the local area - over 2,688 local community members have been involved in events that have raised community awareness of the work of the project
- **Paid employment** - While 84 people accessed external training and or paid employment, this failed to meet the target by 6.7%. The evaluation explored some of the complexities of family life to understand the reason for the successes of the project and areas of significant challenge.

Conclusions

The FDP is highly valued by the local people and by families who use the project as well as by organisations in the statutory and voluntary sector; This results in a high level of investment of volunteering hours by project users and a commitment of time by professionals involved on the Management Committee. The high contribution of volunteering hours has resulted in a significant increase in resources to the project that enables the project to consistently over-deliver on its targets. Successful indicators of the project are: a multi-organisational, family led Management Committee with a project manager with a transformational leadership style. The project combines 1:1 support to families with structured courses/groups (Including accredited adult education) and crèche facilities. This package creates a safe and welcoming place for children and families to make the transition from recipients of support to providers of support in their role as a volunteer.

A full copy of the report can be obtained from:

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Acknowledgement

Pam Leigh a valuable member of the Management Committee sadly passed away whilst this report was being produced. Pam will be missed as a valued member of the Family Development Project and of the local community.

Introduction

The Family Development Project (FDP) was established in 1999 and was an idea that first emerged from within the Sheffield Parish of Attercliffe and Darnall. Its founding purpose was to fill the gap between the church and the community at large and was based on a commitment to embody the gospel principle of 'service'. Since this time the FDP has grown considerably from the initial employment of one Family Development Worker in 1999, it now employs 6 staff and manages some 100 volunteers. It outgrew its original premises in an old vicarage and moved to the purposely refurbished St Albans House in 2004 with its newly equipped offices, teaching suite, family room and kitchen as well as its direct access to the multi-purpose church space. This expansion has been aided hugely by the achievement of lottery funding in 2001 and 2005. This evaluation report focuses on the big lotteries funding from the period 2006-2010.

History and Background

The Parish of Attercliffe and Darnall is situated in the north east of Sheffield and has an industrial history based on steel manufacturing and engineering. Over the last 40 years, the decline of these traditional industries and the re-housing of many local residents to new estates across the city have had a significant impact on the local population. Today the area is home to a number of major leisure and retail centres alongside what remains of Sheffield's manufacturing base. The local population is smaller as a whole but now much more diverse as new residents have moved into the area from the Asian Subcontinent and more recently, Africa, the Middle East and Eastern Europe.

Demographics

The Parish of Attercliffe and Darnall is home to a diverse multicultural community. As well as the white British population, there is a long established South Asian community (Indian, Pakistani and Bangladeshi decent) reflected in the number of local ethnic food shops, restaurants and Mosques. Some of the other ethnic communities that have settled in Darnall are from Somali, Yemen, Zimbabwe, Malaysia, Ethiopia, China, the Caribbean, Ireland, Poland, Iraq, Iran, Vietnam and Travellers/Gypsies. More recently there are families from some of the new EU member states, including Slovakian Roma who are making Darnall their home.

In 2009, 79% children living and attending primary schools in the area were from Black and Minority Ethnic communities (please see Figure 1, for ethnicity by population). There is a higher concentration of children particularly 0-4 years with 9% of the population consisting of this age category compared to 6% in Sheffield. The second highest category of children is in the 5-9 years (8.5%) compared to 5% in Sheffield. The trend remains the same in the 10-14 year category (8% of the population)

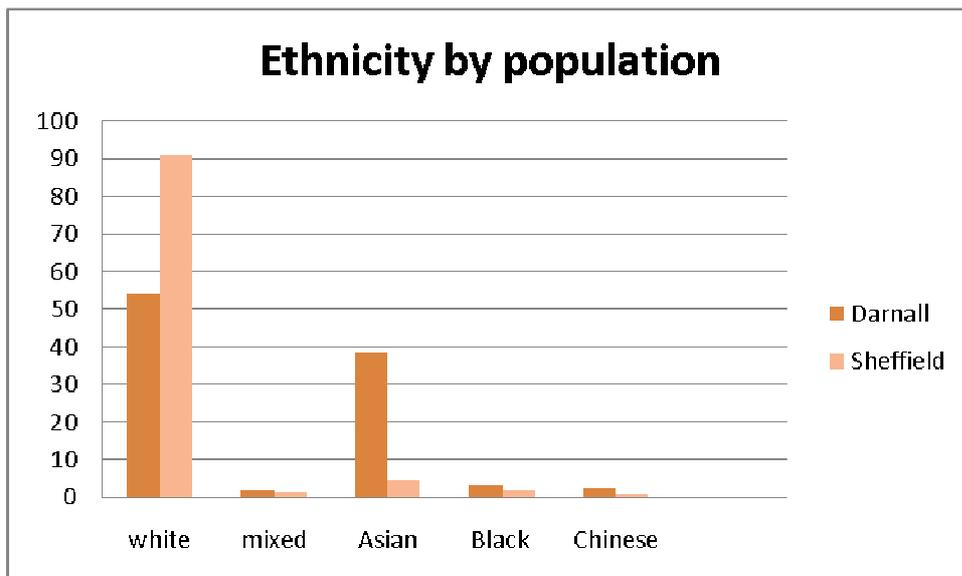
compared to 5.5% in Sheffield. The trend reverses when young people reach 20 years old and Darnall has one of the smallest percentages of 20 year olds across Sheffield as a whole.

In summary the total number of 0-19 year olds is just under 32% compared to 25.5 % for Sheffield. While there are a higher percentage of children in Darnall when compared to Sheffield, the school attendance rates are generally poorer than Sheffield with primary school attendance being 90% compared to 94% in Sheffield. At secondary school the attendance at Darnall is 88% compared to 92% in Sheffield.

Darnall scores highly on the deprivation index, with a high number of households with children claiming benefits: 33% compared to 16% in Sheffield. Crime in Darnall is higher when compared to Sheffield as a whole: 79% compared to 62%. Life expectancy is lower in Darnall than Sheffield: life expectancy for men is 75 compared to 78 in Sheffield and for women it is 78 compared to 81 in Sheffield. Life expectancy at birth is 76 compared to 79 in Sheffield. For low birth weight babies there is a rate of 12% compared to 9% in Sheffield, (NHS Sheffield Public Health Analysis Team, 2010).

Figure 1: Ethnicity by population (NHS Sheffield Public Health Analysis Team, 2010)

	Darnall%	Sheffield%
white	54	91.2
mixed	1.9	1.6
Asian	38.5	4.6
Black	3	1.8
Chinese	2.6	0.8
Total	100	100



The Church Involvement

The church families at the parish churches of St Albans and The Church of Christ in Darnall have a long established commitment to serve God in the parish. As such the churches are busy places being used by church based and community groups. The Family Development Project emerged from within the gospel tradition of service: 'Christ has no body but yours, no hands, no feet on earth but yours; yours are the eyes with which he looks compassion on this world...' Teresa of Avila.

When the concept was being developed, there was a growing awareness within the two churches that for some families life was hard and that many experienced, 'an atmosphere of disengagement, sense of powerlessness (and consequent) withdrawal from community life '(Wright and Lyons, 2001:4). Guided and supported by the clergy, the congregations explored ways in which they could make a difference. That 'difference' became the Family Development Project and at the time there was a clear decision that it should 'focus on the provision of a service relevant to local people rather than an opportunity for evangelism on behalf of the churches'. (Wright and Lyons, 2001:4) To realise these aims the Parish, the Church Urban Fund, funded a Family development Worker (who is still in post today and established a local base.

The projects' aims were to work with local schools, health services and community organisations to support young parents and their children to:

- encourage the development of parenting skills, involvement in community life, interest and greater confidence in their role in their children's education and health and development
- help people believe they can do something, be real actors in their own life rather than always being the objects of attention

The original remit for the Family Development Worker was to:

1. Make links with statutory and voluntary agencies locally to contact families and establish positive collaboration in pursuing the work
2. Develop a service offering support to families on the basis of their identified needs
3. Establish a group of local people who would develop skills in carrying out the family development work which would give a base for the work to continue beyond the project

The Family Development Project is managed by a management committee and the organisation is registered as a Charitable Trust with the Charities Commission. The Project was officially constituted as a charitable trust in October 2000 and is OFSTED registered. The management committee is made up of representatives of organisations from the local community and community members details are provided in Appendix 1.

Big Lottery Funding

By 2006, The Family Development Project (FDP) was operating at full capacity and delivering a range of programmes and activities meeting the needs of families and children in Darnall. The current funding streams from the Church Urban Fund and an existing Big lottery grant were coming to an end. The Project's Management Committee were committed to identifying further funding to continue, develop and expand the work of the project. A working group was formed involving the Project Manager, management Committee members and Advisors to identify and secure future funding. The group met on a regular basis working with project participants, local volunteers, and staff working in and with the local community to assess and clarify the strengths of the project, local needs and to complete an application for funding from the Big Lottery.

The Big Lottery application was to strengthen the project and promote stability to mature by:-

- providing support for disadvantaged families (parent, carers, children),
- running group activities,
- volunteering opportunities,
- accessing employment opportunities,
- continuation for Project Managers post and Family Development Workers post,
- additional hours for administration
- finance workers post ,
- creating a new family development worker post,
- cover revenue costs for the project
- to provide an evaluation of the project in year 4 (2010).

A successful Big Lottery application of £492,692 enabled the FDP to provide the following activities and services for the funded period 2006 - 2011:

Family Support for families who refer themselves or who can be introduced by a range of statutory agencies or word of mouth

Structured group sessions including:

ABC parent and toddler group (set up in May 2000) and has 24 families as members and supported by 8 volunteers and a member of staff

PALS - Junior Youth Club 1986 (and has 25 members and is supported by 13 volunteers some of whom were youth club attendees)

Homework and After school clubs - including the whole family

Family Week- *aims to work with up to 20 target families (known to the family support strand of our work), to develop core family values and parenting skills over a week of fun and games. Activities also include Team Building and reinforcing positive behaviour and improving relationships.*

Holiday Club –*set up in 1990 by the Parish, is jointly worked with project staff and volunteers. The club offers 95 places for children 5 -11 annually. The target is places for local children. The Club is supported with 45 volunteers and 23 Young Helpers – annually.*

Training Courses including:

Look at Learning (a 6 week course in childcare) Taster sessions for parents on their role as first educators

First Aid Adults Babies and Children/ First Aid Paediatrics – 3 years qualification

Food Hygiene (Environmental Health Trainers)- 3 Year qualification Health and Safety Executive

Getting started in a Pre School Setting (PLA) Classroom Support Assistants/ mentors

Play workshops - (PLA) Leading Play sessions – 5 Outcomes Health and well being

Story Sacks (SCEDU/Rotherham College) Making an interactive sack to enhance the story book chosen

Play and Say – Language development and recognition of learning and support needs

The world through a child's eyes – Interactive parenting course – with parents following child lead.

Positive Parenting Courses which include:

Strengthening Families and Communities –

Triple P – Parenting and strategies – Intensive course for parents.

Time out for – parents – Encouraging parents to value and work on the relationship with their child

Teens – Encouraging parents to value and work to the relationships with their developing young person

Volunteer and recruitment and support

Volunteers participate in a wide range of the projects activities. Many of the FDP volunteers come from engaging initially with the project as a project/service user. All volunteers are given a Criminal

Records Bureau (CRB) check and are provided with training and mentorship to guide them to develop work experience to enable progress onto further education, training and employment.

Community Engagement and raising awareness of the project

There have been a wide range of annual events that help to promote the project and the services it offers, aiming to bring the community together, as well as to recruit new volunteers to the project's activities. These include:

Open Days - to give local families a taste of what to expect from the project

Themed Open Days – Parental steer and lead – Linked to literacy, learning fun and games..

A range of community participation events including for example Darnall Carnival. The staff and volunteers take responsibility to promote and engage with planning, delivery of the children's themed tent. E.g Circus/ Pirates.

The lottery funding granted in 2006 was to fund the continuation of the above activity but to also allow for an expansion of the Family Support work of the project. The big lotteries submission document (2006) summarised the lottery application as:

The grant will strengthen the project and promote stability to mature by: providing support for disadvantaged families, running group activities, volunteering opportunities, accessing employment opportunities and developing Family Support (Family Development Project Big Lotteries Application 2006:4) .

The following data are the projected and actual outcomes of the Family Development Project over three of the four funded Big lottery grant funded years. The outcomes tables were part of the initial bid: The Attercliffe and Darnall Family Development Project (2006:20) and have formed the basis for the returns that are fed back to Big lotteries at annual intervals:

Outcomes Tables

The outcome tables have been summarised to show each of the four projected outcomes which are:

- Outcome 1: people having better chances in life with better access to training and development to improve their life skills
- Outcome 2: stronger communities, with more active citizens, working together to tackle problems
- Outcome 3: families learning and playing together creating happier and healthier families and children
- Outcome 4: families feel supported and able to access appropriate services

Under each outcome there are a series of milestones with specific time scales for the milestones to be achieved within. The milestones are labelled a, b, c, d and e. For each year between 2006 and

2010 the target milestone is presented alongside the actual number of activities provided in each year. The final column presents a combined total of the three years target and actual figures with the calculated %age increase over the target.

Outcome 1: People having better chances in life with better access to training and development to improve their life skills:

Milestones:

1a. Delivers three parenting courses (in-house) for ten participants per course, total 30.

Year One 2007		Year Two 2008		Year Three 2009		Total		
Target	Actual	Target	Actual	Target	Actual	Target	Actual	% increase
3	4	3	3	3	5	9	12	33.3%
30	42	30	39	30	53	90	134	48.9%

1b. Delivers three external accredited courses for ten parents per year, total number of participants each year 30 (e.g. First Aid, food Hygiene etc)

Year One 2007		Year Two 2008		Year Three 2009		Total		
Target	Actual	Target	Actual	Target	Actual	Target	Actual	% increase
3	10	3	9	3	9	9	28	211.1%
30	134	30	86	30	102	90	322	257.8%

1c. Recruit eight volunteers contributing minimum two hours per week per year

Year One 2007		Year Two 2008		Year Three 2009		Total		
Target	Actual	Target	Actual	Target	Actual	Target	Actual	% increase
8	13	8	9	8	11	24	33	37.5%

1d. Annual celebration event for course participants

Event Organised Number attending	Year One 2007		Year Two 2008		Year Three 2009	
	Target	Actual	Target	Actual	Target	Actual
	1	1	1	1	1	1
		93		52		70

1e. 30 Parents move into external training opportunities and or paid employment by end of year

Year One 2007		Year Two 2008		Year Three 2009		Total		
Target	Actual	Target	Actual	Target	Actual	Target	Actual	% increase
30	12	30	19	30	53	90	84	-6.7%

Outcome 2: Stronger Communities with more active citizens, working together to tackle problems

MILESTONES:

2a. Four open days/ Community Celebration Events every year

Year One 2007		Year Two 2008		Year Three 2009		Total		
Target	Actual	Target	Actual	Target	Actual	Target	Actual	% increase
4	21	4	37	4	32	12	90	650.0%
Participants	246		1,863		2,688			

2b. Holiday Club Every Year /trips and events for families

	Year One 2007		Year Two 2008		Year Three 2009	
	Target	Actual	Target	Actual	Target	Actual
Participants		85		85		95
Volunteers		24		23		33
Young helpers		12		14		22

2c. Recruit two local parents to Management Committee by end of Year 3

Year One 2007		Year Two 2008		Year Three 2009		Total		
Target	Actual	Target	Actual	Target	Actual	Target	Actual	% increase
	1		2		2	2	5	150.0%

2d. Develop a joint project with one or more local agencies (e.g. domestic violence project)

Year One 2007		Year Two 2008		Year Three 2009		Total		
Target	Actual	Target	Actual	Target	Actual	Target	Actual	% increase
1	1	1	4	1	6	3	11	266.7%

2e. Ten volunteers and/or parents becoming involved with a local group or voluntary organisation by Year 5

Year One 2007		Year Two 2008		Year Three 2009		Total		
Target	Actual	Target	Actual	Target	Actual	Target	Actual	% increase
0	6	0	29	10	55	10	90	800.0%

Outcome 3: Families learning and playing together creating happier and healthier families and children

MILESTONES:

3a. Employment of a Family Development Worker to work with Fathers and other male family members by January 2007

	Year One 2007	Year Two 2008	Year Three 2009
Worker employed	1x18.5	on going	on going

3b. Establish Fathers / Male carers group to meet six times a year

Year One 2007		Year Two 2008		Year Three 2009		Total		
Target	Actual	Target	Actual	Target	Actual	Target	Actual	% increase
6	7	6	13	6	16	18	36	100.0%

3c. Run three groups per week (parents and toddlers 0-5, After school club 5-11, Homework club 11-16) for a total of 50 children for 42 weeks a year:

	Year One 2007		Year Two 2008		Year Three 2009		Total		
	Target	Actual	Target	Actual	Target	Actual	Target	Actual	%increase
Parent/Toddler 0-5 sessions delivered	50	50	50	24	50	36	150	292	94%
After School 5-11 sessions delivered		23		27		27			
Homework Club (11-16 year olds) Sessions delivered		44		34		27			
Total sessions delivered	50	117	50	85	50	90			

3d. Operate a Toy Lending Library

	Year One 2007	Year Two 2008	Year Three 2009
Number of Weekly Sessions	42	42	42
Parents and children Registered	50	24	36

3e. Organise 4 Family events, e.g. tree planting, arts projects

Year One 2007		Year Two 2008		Year Three 2009		Total		
Target	Actual	Target	Actual	Target	Actual	Target	Actual	% increase
4	10 families	4	27 families	4	13 families	12	33	175.0%
Participants	27		49		54			

Outcome 4: Families feel supported and able to access appropriate services

4a One to one support for 20 families per year for up to six weeks

Year One 2007		Year Two 2008		Year Three 2009		Total		
Target	Actual	Target	Actual	Target	Actual	Target	Actual	% increase
20	44	20	49	20	70	60	163	171.7%

4a.1 One to one support to families on a stand alone basis

Year One 2007		Year Two 2008		Year Three 2009		Total		
Target	Actual	Target	Actual	Target	Actual	Target	Actual	% increase
20	69	20	88	20	89	60	246	310.0%

*4b Increase in levels of confidence and personal development of individuals
(Evidenced within the interview and focus group data)*

*4c 60 parents/family members engaged in education per year
Evidenced from the interview data*

4d 250 enquiries to the FDP each year

Year One 2007		Year Two 2008		Year Three 2009		Total		
Target	Actual	Target	Actual	Target	Actual	Target	Actual	% increase
250	308	250	379	250	290	750	977	30.3%

Theoretical framework for the Evaluation

Realistic Evaluation

Realistic Evaluation (Pawson and Tilley, 1997) is a way of carrying out an evaluation which explores particular relationships between the *context*, *mechanisms and outcomes* (CMOs) of the area being evaluated. In relation to the Darnall project, a realistic evaluation seeks to understand what particular programmes or interventions of the Family Development Project, work well in the context of the multi-cultural socially deprived area of east Sheffield and what are the outcomes from these particular relationships of Context and Mechanisms. An initial discussion with the management committee of the FDP generated ideas to formulate some initial CMOs. This was based on what people within the FDP believe already works. It was also based on the findings generated from year on year on year evaluations from within the project. The formulation of the CMOs generated a focus for the evaluation and shaped the way the evaluation questions were formulated and the instruments for data collection were designed. The evaluator asked the question: what were the particular relationships between the context, mechanism and outcomes of the project? The following four CMOs were constructed from this initial meeting. The CMOs were later developed and refined in the initial weeks of the evaluation to ensure that all management committee members had reached a consensus about them:

- 1. A family development project which is led by families in the local community leads to high levels of satisfaction by project users, which then leads to high levels of voluntary work being undertaken by project users, because the motivation is to 'give something back'**

Context	mechanism	Outcome
A family development project led by families in the local community leads to high levels of satisfaction by project users	Engagement of families at all levels of the FDP who shape the way services are designed and delivered and an encouragement of families to 'get involved' as a volunteer	Satisfied families, empowered and positive about their own families, are able to provide voluntary support to the project Family/Community members feel they have a significant role in the FDP and will report perceive there to be high levels of co-production*

** High levels of engagement of community members and project users is defined as a high quality service. In the paper 'Right Here, Right Now' (2010), high levels of involvement of community members is referred to as a process of 'co-production'. Co-production is suggested as the way forward for voluntary services to be successful in taking on more statutory sector service provision.*

The first CMO identified that there was something about the way the management committee had been formed and the membership of this management committee (please see Appendix 1 for details of membership) that contributed to the success of the project. Success was defined in the way the project over achieved on its targets to provide services, the way it never had to recruit volunteers, but that volunteers grew out of the increased confidence of family members and the high levels of satisfaction felt from involvement with the FDP. The family/community members felt that they had a high level of visibility within the management committee and that their views and ideas were always listened to. They also reported that in any project activity in which they were involved with, they were trusted to lead and develop this activity. It was agreed to involve the management committee members in a focus group and to interview community members to explore perceived levels of 'co-production' and to assess the extent to which community members are able to influence the design and delivery of the activities of the Family Development Project.

2. A multi-ethnic community with diverse populations requires a multi-level package of family development service that includes: adult education + family support + childcare to achieve more empowered parents ready to seek accredited training and employment

Context	Mechanism	Outcome
<p>A diverse multi-cultural population with complex needs and likely to be living on benefits (e.g. English as a second language, asylum seeking, parenting and housing issues)</p>	<p>adult education + placement and study skills support + family support + crèche</p>	<ul style="list-style-type: none"> • Accessible services for hard to reach/engage individuals • increased social networking • empowered parents • higher levels of trust by parents in a service • increased sense of belonging • increased chance of recruiting staff who are members of the community and likely to stay around for longer • in a multi-ethnic community users feel equally treated to their

		peers <ul style="list-style-type: none"> families engage with adult education usually for the first time
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The second CMO related to the perceived success the project had engaging with individual family members from hard to reach diverse communities. It was suggested by the Management Committee that the FDP constantly reached out to the local community by participating and arranging local community events for example: carnival events, fun days and days out which maintained a high presence in the community of Darnall. When community members came to the Family Development Project, they were supported with a 'package' of support for the parent(s) and child(ren) which involved: adult education + family support + crèche facilities for children. It was the nature of the combined approach of the three elements that enabled families with complex needs to become engaged in the project in a way that has (and for many continues to have) a significant impact upon their lives. This combined approach has enabled people to go on to higher education and training and to seek employment. The data collected for this CMO focused on interviews with parents and children to explore their personal development and outcomes from their engagement with the project. Focus groups with family members aimed to identify examples of the way the FDP worked with them to achieve empowered outcomes (or not).

3. High levels of word of mouth referrals to the family support service results in an increase in the numbers of people accessing the service and an increase in trust from project users

There is a high level of mistrust that is sometimes associated with state intervention and this can lead to low levels of trust between families and services. Children and Families are more likely to engage with services where there is a balance of power and relationships appear more equal. The voluntary sector services are often seen as more accessible and approachable than statutory services (Department for Education and Skills, 2005)

Context	Mechanism	Outcome
A high level of visibility within the local community leads to high levels of word of mouth referrals in a family support service	multiple routes of referral including word of mouth	<ul style="list-style-type: none"> an increased number of project users of the family support benefit from the service over and above target numbers increased levels of trust by family members in a service provider

This CMO used a questionnaire to measure and assess the levels of trust community members have in the Family Development Project and to compare this with levels of trust community members have with other service providers.

4. An integrated multi-agency statutory and voluntary sector service leads to more effective service delivery of family support provision

Limited resources often mean that statutory services are concerned with 'families in crisis' and are engaged highly with families where a child is deemed to be 'at risk'. The Commission for Social Care Inspection argues that preventative work with children and families is being sidelined in favour of services for 'looked after children' and those in need of protection (Commission for Social Care, 2005). There is an assumption that prevention services will be the concern of the voluntary sector. A national evaluation of the children's fund (2003) highlighted that the integration between the statutory sector and the voluntary sector and the development of multi-agency working continued to be an expectation than a reality.

Good practice in multi-agency statutory and voluntary sector provision includes:

- allowing multiple referral routes for families
- developing a relationship with families that is characterised by high levels of trust and including a recognition of families with expressed needs
- using multiple methods of delivery such as group and individual work.

The Family Development Project is a voluntary sector service works alongside major partners in the statutory service and it reports a high level of collaboration with these services referring to them as 'partners'. The FDP also reaches families who are 'in crisis' with children who are 'at risk'. The FDP work is in prevention but also involves working with some of the most vulnerable families in the community as it has fostered a high level of trust that will not necessarily be in place with the statutory services.

Context	Mechanism	Outcome
The management committee is a joint statutory and voluntary sector partnership which supports multi-agency working with children and families who are 'at risk' or who are vulnerable to family break down	The FDP family support and activities meets statutory requirements as well as engenders trust from families and children in the local community	increased trust systematic approach to service provision no gaps in service provision no duplication of services co-ordination of services reduced family stress

The final CMO set out to engage with the statutory and voluntary partner organisations through an electronic questionnaire. Partner organisations were also invited to a focus group to explore approaches to joint working and collaboration between a voluntary sector service and statutory services.

The following evaluation questions summarise the key evaluation questions generated from the above four Context Mechanism and Outcomes:

Summary of key evaluation questions

The theoretical framework for the evaluation shaped specific evaluation questions which were as follows:

Aim of the project

1. Make links with statutory and voluntary agencies locally to contact families and establish positive collaboration.

Evaluation question

How effective is the Family Development Project in working collaboratively with statutory and voluntary agencies locally to meet the needs of children and families? (CMO 4)

Aim of the project

2. Develop a service offering support to families on the basis of their identified needs

Evaluation question

To what extent do parents and community members 'trust' the Family Development Project?(CMO 3)

What impact does the Family Development Project have on children and young people?(CMO 2)

What impact does the Family Development Project have on parents in the local community?(CMO 1 and 2)

Aim of the project

3. Establish a group of local people who would develop skills in carrying out the family development work which would give a base for the work to continue beyond the project

Evaluation questions

Is co-production evident within the management committee of the Family Development Project?(CMO1)

What are the key reasons for community members volunteering for the Family Development Project?(CMO1)

What are the key factors responsible for the retention of young people as volunteers?(CMO1)

To summarise this section, Realistic Evaluation was the underpinning approach to the evaluation which generated four CMOs, which were directly linked to the original aims of the Family Development Project. The management committee for the FDP worked to develop the CMOs and the data collection instruments for the evaluation which were generated from a need to assess the relationships between each context, mechanism and outcome within each CMO configuration.

Methods of data collection (design issues)

Realistic Evaluation shaped the way in which the evaluator engaged with the Family Development Project and how subsequent data collection methods were agreed and designed. This led to a process of collaboration in the process of the evaluation, where the Family Development Project became key players and partners in the evaluation design, implementation, data analysis and final write up. After the initial Management Committee Meeting Presentation, an evaluation sub-group was formed which consisted of key individuals who came forward to work with the evaluator to design the data collection instruments and to undertake data collection. The design of the data collection instruments and data collection schedules are summarised in Figure 2 below. The total sample size for the evaluation study was 233 adults, children, young people, statutory and voluntary partner organisations. The number for each category is also detailed in Figure 2:

Figure 2: Data collection instrument design/Sample size for the evaluation study

Data collection instrument	Aim	CMO	Sample size	People involved in the design	People involved in data collection
Electronic survey	1	4	30	JA, JVL, LB,	JA
Focus Group Statutory and voluntary agencies	1	4	14	JA	JA, PL, PB
Holiday club evaluation for children (questionnaire)	2	2	45	JA, PB, JVL	JA, PB, PL
Parent 'trust' questionnaire	2	3	26	JA	JA, PB
Homework Club questionnaire	2	2	12	JVL, PB, JA	JVL and PB
Young People (Semi-structured interview)	2	2	6	JA, KR, PB, RR, PL	JA, PB, PL
Adult family	2	2	41	JA, KR, PB, RR,	JA, PB, PL,

member project users (Semi - structured interview)				PL	
Volunteer interview	3	1,2	12	JA, Kevin, PB, RR, PL	JA, PB, PL
Volunteer Questionnaire (young people)	3	1	10	JA, JVL	JA, PB, PL
Volunteer Questionnaire (adults)	3	3	16	JA, JVL	PB, PL, JA
Focus group Parents/carers and family members	2	2	21	JA	JA, PL, PB
Total Sample Size			233		

What has been the impact of the Family Development Project on children?

The Family Development Project offers a range of services to children and young people including :

- ABC parent and toddler group (age 0-5)
- PALS - Junior Youth Club (age 5 - 11)
- Spirals - (age 11-15)
- Holiday Club (age 5-11 children and 11- 15 and 16 - 18 volunteer support)
- Homework Club (age 11 - 15)
- Training courses include Miss Unique and Unique courses to help develop the confidence of teenage girls (*these courses started in 2009 and is one of the FDP's most recent developments*)
- Volunteer recruitment and support (age 11 - 15)

The evaluation engaged a sample of children and young people who have used some of the above services and the sample is detailed in Figure 3 below:

Figure 3: The sample size for children and young people engaged in the evaluation

Family Development Project activity	Type of engagement with the evaluation	Sample size
Holiday Club	Questionnaire	45
Volunteers	Questionnaire	10
Homework Club	Semi-structured interview	12
Miss Unique	Semi-structured interview	3
Spirals	Semi-structured interview	3
Total children and young people engaged in the evaluation		73

This evaluation engaged a total of 73 children and young people which represents approximately 12% of the total of children and young people project users (please see outcomes tables, combining outcome 2b and 3c to identify a total of 605 children and young people as project users during the evaluation period)²

Holiday Club

The holiday club has been running since 1999 and has an established reputation not just for the provision of a holiday club to 5 - 11 year olds in the Darnall area but also for opportunities to undertake voluntary work for young helpers aged 11 - 15. The 2010 holiday club recruited 96 children attending for 5 days over the first week of the summer holidays. This evaluation engaged approximately 50% of the children who attended the holiday club in the summer of 2010, using a semi-structured questionnaire (Appendix 2) and a summary of the children's feedback is as follows:

² From the data provided it is difficult to identify discreet users. There is the possibility that some children and young people have used the services of the FDP in categories 2b and 3c of the outcomes tables. The sample size of 12% can only be an approximate sample size.

Table 1: Holiday Club (2010) evaluation sample

Age	No, of respondents
5	5
6	2
7	8
8	11
9	7
10	7
11	5
Total	45

The children gave feedback about what they liked about the holiday club:

Table 2: Positive feedback on the holiday club 2010

Response	No, of respondents
Crafts	12
making friends	7
its fun	7
theme related	6
everything	5
games	2
sports	2
trips	1
water splash	1
face painting	1

and what they didn't like about the holiday club:

Table 3: Negative feedback about the holiday club 2010

response	No, of respondents
Nothing	28
going home	4
singing	3
painting	2
dancing	1
be more organised on day 1	1
loud music	1
writing	1
how long we are here	1

In summary the holiday club was highly valued by the children who participated in the evaluation study.

Volunteer Questionnaire

The volunteer questionnaire is found in Appendix 3. A significant number of children at the holiday club were young helpers who were in the role of 'volunteer'. Ten young helpers' participated in the volunteer questionnaire. Eight of the ten young people who participated in the volunteer questionnaire had done voluntary work with the family development project before. Only 3 people out of the 10 said it was the first time they had done voluntary work for the Holiday Club. All 10 respondents said they enjoyed voluntary work and the second most popular response was that they wanted to give something back.

Table 4: Sample of young helpers who participated in the volunteer questionnaire

Age 16-18 (n=3)	First time volunteering?	Age 11-15 (n=7)
1		2
2	Done previous volunteering for FDP?	6
1	Why do you volunteer? I always wanted to give it a try	3
1	I wanted to give something back to the project	5
3	I enjoy it	7
1	Getting things done	4
	A feeling of community and security	4
3	Want to make a contribution	4
2	Friendship	5
	Mixing with people interested in similar things	5
1	Gives me something to do	3

Homework Club

Twelve children were interviewed using a semi-structured questionnaire. Exploring the data on assessing the impact of the homework club on the lives of the children required particular attention to the questions:

- Have you found any community information at the library while attending the homework club?
- Do you use the library outside of school hours for other things?
- What is the most useful thing you have learnt at the homework club?
- Has homework club helped you to accomplish or achieve in school?
- Did you have a library card before you started to attend the homework club?

- *Have you found any community information at the library while attending the homework club?*

Six children commented that they use the internet at the library, with one child finding information on the enactment of battles and another mentioned a spacehopping event.

Do you use the library outside of school hours for other things? Six out of the 12 children commented that they had used the library outside of school hours, with 5 out of the 6 mentioning that they loan books from the library and others referred to finding out about other library activities.

What is the most useful thing you have learnt at the homework club?

This question revealed that the children didn't just see homework club purely for work. Seven out of the 12 children mentioned that they have made new friends and one person commented that they had made friends "from other schools across Sheffield". Seven children mentioned that the homework club helped with aspects of their work and cited help with the internet, computer or printer, while another child mentioned an example of new learning at the homework club stating: "I learnt new things e.g. there is another Darnall in the world in Africa"

Has homework club helped you to accomplish or achieve in school?

Ten out of the 12 children reported that the homework club had helped them to accomplish at school, some of the examples included "being able to do more work" . Two children mentioned that the homework club had helped with their ability to do research while three people mentioned that they were better with reading, writing or maths. Perhaps the interesting answer here is that the children (three) suggested that the homework club has helped the children do more for others "Yes I think it has helped me to teach others" "helping to get involved with other people" "communicate and get on with others". One child out of 12 suggested that they no longer had detentions.

Did you have a library card before you started to attend the homework club?

Five children out of 11 did not have a library card. By joining the homework club they had become members of the library and been given a library card, thereby enabling greater access to community resources and enabling further learning.

Miss Unique and Spirals

Six children were interviewed using a semi-structured interview schedule found in Appendix 4. Miss Unique is a self esteem course. It is delivered to two young female groups over the course of a year and works on issues and situations like 'saying no', managing bullying and developing friendship groups. The duration of both courses is 10 weeks and within this time the girls have a secure environment, tutor/facilitators and focuses on personal and developmental issues. The outstanding parts of the course for the young girls are the photo shoot and celebration and the presentation of certificates, in front of parents and family members.

‘Spirals’ is the name the group gave to a spontaneous play project. Spirals is a play session with young people aged 8- 13 and an added extension to the Homework Club . In 2010 extra funding was obtained to develop a promotional animated video for the group. The young people have designed, scripted and filmed this for the launch in 2011.

The whole aim of this group is to build the self esteem of young people through play, team work and personal achievement and deliver an unscripted play experience in the local community. Spirals has the added advantage of offering volunteering experiences in a play setting for parents, carers and other project members. Initially this was funded for 10 weeks in 2010 however the project has been able to schedule sessions to continue until March 2011. The six interviews with young people are summarised in Table 5. The key findings from the young people aged 11 - 18 was that the young people had a positive experience of the services used at the FDP and the outcomes identified by the young people are cited as: increase in confidence; friendships and help with family relationships:

Table 5: Six interviews with young people using the FDP services

Child age	FDP services used	Voluntary work?	Achievements of the FDP?	Personal Achievements?
Female (age 13)	Spirals, making new friends, family relationships, school issues	yes - holiday club, family week and Spirals as a young helper (2 years)	Helping others to help yourself, everyone's treated as equal	Confidence - being a happy family and trusting grandma and granddad
Female (age 14)	Family relationships, school issues and Spirals	yes - holiday club, family week and spirals as a young helper	It helps me to learn and interacts with others	Friendship, don't have to act, I can be myself and have confidence
Female (age 11)	Miss Unique, Spirals, Homework Club, Family Week, Holiday Club	No	Help people to get off the street, give people something to do, supports everyone	Made me a better person, help me to learn different stuff and my confidence has got better
Female (age 12)	Miss Unique and Holiday Club, Open days and Trips	Not yet as I am a child but do volunteer as a young helper	The FDP does so many different things for so many different people	Meeting new people and making new friends and learning new things
Female (age 11)	Young helper training, Miss Unique, Spirals, Homework Club, trips and days out are the best!	Not yet	My brother rapping at the British Transplant Game	Miss Unique, a photo shoot and confidence
Female (age 18)	A young helper course and 1:1 support currently to help me personally	Not currently but I have in the past	Meeting new people and supporting people no matter what their needs, giving a safe haven where people can be themselves, offers children a lot to do	Help me with family issues and a place to come to a family together.

To conclude this section a sample of approximately 12% of the children and young people who have used the FDP services over the evaluation period, participated in the evaluation and represented project users from a number of activities from within the Family Development Project. Although the sample size was small the overwhelming impact on the children was a positive one with some specific outcomes which were:

- children and young people are developing a positive perception of volunteering as they witness young people and peers as 'young helpers' and are aspiring to this role (this is particularly evident in the holiday club).
- children and young people are developing confidence and social skills and this is happening across the activities of the FDP but is evident in the homework club, Spirals and the Miss Unique course.
- In the interviews the children are reporting outcomes in relation to improvements in their relationships with family members and the way they reflect upon the impact of their behaviour.

What has been the impact of the Family Development Project on parents?

This section will explore the interview data for adult stakeholders/project users of the Family Development Project (n=53). We will also explore the motivation behind why people volunteer for the FDP by exploring the findings of a volunteer questionnaire (n=16).

Interview Data

Project users and volunteers were invited to attend an interview for the evaluation during the months of July, August and September 2010. This led to a convenience sample of 53 interviews being undertaken over this time. The evaluation team were supported by two interviewer volunteers at the Family Development Project who worked with the evaluator and a small team to develop the interview schedule, pilot it and amend it before it was used (the interview schedule is found in appendix 4). All project users (current and past users) were given information about the evaluation and were offered the opportunity to have an interview with one of the interviewers at the project or with the external evaluator. The interview schedule consisted of 16 questions, 14 quantitative and 2 qualitative questions.

As each interview was undertaken the data were inserted into a master summary sheet for each of the questions. Each interviewee was given a number and the responses identified by a number only. The two qualitative questions were written up and analysed separately to the quantitative data but were identified in relation to the respondent's allocated interviewer number. All interviewee details were kept confidential. The interviews are summarised into three broad categories highlighted in table 6:

Table 6: Interview summary table (n=53)

<u>Interviews (N=53)</u>	
Community members who have never used the FDP services and have (or continue to) volunteer for the project	12
Community members who have used the structured and unstructured 1:1 Family Support of the FDP but do NO voluntary work	13
Community members who have used the structured and unstructured 1:1 Family Support of the FDP and who do voluntary work for the FDP	28
Total	53

The following section will analyse each set of interviews as outlined in table 6:

Community members who have never used the FDP services and have (or continue to) volunteer for the project (n=12)

This group of twelve people are a sample of people who have been connected to the project for some years (six out of the twelve, have volunteered for the project since it was set up over 10 years ago). Their role as a volunteer has been consistent over time and is generally in a specific role for example to cook for the Homework Club which requires 5 hours a week but also requires the support of the volunteer's husband to help shop for the food for the meal which is another 3 hours a week. Another volunteer has been teaching art at the Family Development Project for ten years while another has been supporting the holiday club for the same period of time. Some of the volunteers from this sample (three out of the twelve) have volunteered via their membership to the church. Six of the volunteers report positively about their involvement with the project: *"I have learnt a lot of things that I wouldn't have done and met people from different cultural backgrounds"; "inspiration, encouragement and fulfilment"; "very happy memories" and "the pleasure of passing on knowledge"*.

Community members who have used the structured and unstructured 1:1 Family Support of the FDP but do NO voluntary work (n=13)

This group of people who were interviewed have often experienced a complex family life with a need for personalised support ranging from a mum who was coping with the loss of a baby as well as problems with a child at school (interviewee 19) to an asylum seeker who needed clothes for her child and help to write letters to the immigration authorities (Interviewee 17). The majority of this group (10 out of 13) used the structured sessions provided by the FDP and were likely to have learnt about the FDP by word of mouth or by passing by the service. A minority of this group (three) relied more on the 1:1 family support side of the FDP. A breakdown of the interviewees within this category is presented in Table 7:

Table 7:: Sample of project users who use the FDP but who do not participate in voluntary work for the project (n=13)

Interviewee	Ethnicity	FDP sessions	Years of contact with FDP	Courses?	Voluntary work?
1	WBF	ABC, Spirals, PALS	11yrs	None	None
3	WBF	ABC	2yrs	Yes	None
4	Pakistani F	ABC, Clothes service	6 yrs	Yes	None
7	WBF	ABC	18months	Yes	None
23	WBM	Bike Club	2years	None	None
29	WBF	ABC	3yrs	None	None
53	WBF	ABC. PALS, Spirals	15 yrs	None	None
54	WBF	ABC, Pals	2yr	None	none, works full time and would like to help
17	African F	1:1 support	1 yr	none	None
19	WBF	1:1 support	8yr	none	None
55	WBF	Family week, outings, ABC and PALS	1yr	None	None
58	WBF	help with child	2yr	Yes	yes in Darnall
59	Asian F	ABC, PALS, 1:1 support	18 months	None	None

The majority of interviewees from this group (9 out of 13) reported an increase in confidence or self esteem from their involvement with the project. One person reported that she would not be where she was today if it wasn't for the project: *"I have a lot more confidence, if it wasn't for the courses that I have been on at the FDP, I wouldn't be where I am today. I am about to start college after doing my NVQ level 1 and 2 at the FDP"* (Interviewee 7). Another respondent, a young mum in a relationship with an Asian partner and with two mixed race children reported how her increase in confidence had left her feeling a lot happier: *"... a lot more self confidence now and I am able to speak to different people. In other playgroups, I have sat in a corner but since coming here I talk to people and when you talk to people the problem doesn't feel as big compared to when speaking to someone outside of the project. When I am confident I am more happy in my self"*(Interviewee 29). This young mother reported plans to set up her own business when her youngest child starts school. Another respondent reported that an increase in confidence had led to her obtaining a full time job: *"I have confidence and now have a full time job. I have learnt to show emotions differently and have friends that I will never forget, I have qualifications and my children have social skills"* (Interviewee 53). Another respondent in a full time job expressed how she would like to do volunteering for the project but working full time made this difficult. She reported on how the project had impacted

upon her self esteem: *"..... giving me self esteem, I learnt how to get along with other families as I am quite shy. It has brought me out of myself and I am able to speak without getting embarrassed"* (Interviewee 54). Another respondent reported *"confidence, happiness and a lot of new friends"* (Interviewee 55) while another reported on her confidence growing as a result of attending the courses: *"confidence, it is easier for mature students to go on the courses as it is local and family orientated"* (Interviewee 58)

Where as some of this group of interviewees were likely to have moved on to full time college courses or into employment (apart from interviewee 17, 19 and 58 has a disabled child), or were planning their career (interviewee 29), some reported the development of new skills to maintain a positive family life: *"broke down barriers within my home"* (Interviewee 53), *"Bringing families together"* (Interviewee 54) or more specifically in parenting: *"my daughter used to pull hair and in another play group I have been told not to go because of her behaviour. Here I have been given advice on how to deal with it"* (interviewee 29). Some of the parents using the project in this group have gone through emotional trauma and an example of this is as follows: *"when I first met the FDP my children could not speak English, now they speak good English. I used to stay at home 24/7, upset all of the time because of my stillborn child and now I go to college 5 days a week and now doing voluntary work in Darnall"* (Interviewee 59).

Community members who have used the structured and unstructured 1:1 Family Support of the FDP and who do voluntary work for the FDP (n=28)

This group of FDP users, represent a sample of community members who have significantly contributed to the Family Development Project in a range of different ways (please see Appendix 5 for a summary of the 28 respondents). The average amount of years that this group of respondents (who contributed to this evaluation study) have used the services of the FDP for is approximately 6.5 years compared to an average of 4.3 years for the group who use the services but do not contribute to voluntary work within the FDP. It is clearly demonstrated that project users who use the services of the project for a longer period (on average 6.5 years as opposed to 4.3 years) have an increased likelihood to contribute some voluntary hours to the Family Development Project (this is an area that would benefit from further evaluation). A small sample of the value of the voluntary hours provided to the project by 9 volunteers is presented in Table 8 and gives an approximate total value of around £23,000 over a 7 year period. The contribution can be as small as £100 (interviewee 6) or it can be as high as £11,000 (interviewee 8). The Family Development Project has approximately 100 volunteers on its books so the cost contribution from this unpaid voluntary work is significant to enable the project to increase its capacity in terms of the services it provides to children and families in the community. The calculations for the voluntary hours are presented in Appendix 6.

Table 8: A sample of the interviewees description of the voluntary work given to the project and an approximate cost value contribution to the project

Interviewee	Voluntary Activity at the FDP	Years, months or weeks of volunteer time	Amount of hours for the activity	Minimum wage value of activity @ £5 an hour
5	A holiday club leader	1yr	44 hours	£220
6	Yoga tots at the children's centre	5 sessions	4 hours x 5 x 5	£ 100
8	Holiday club, Toddlers, Credit Unions, PALS; Homework Club, Spirals	5yrs	44 hours 4 x 37 weeks 3.5 x 37 weeks 4 x 37	£220x5yrs=£1,100 740x5yrs=£3,700 647.50x5yrs 740x5yrs Total £11,737.50
9	Work experience Toddlers	1 yr	4x 37	£740
10	PALS, Mother and toddler	7yrs	4 x 37 3.5 x 37	740 x 7 = £5,180 647.50x7 =£4,532.50
11	Spirals	6 months	4 x 18	£360
14	Bike Club	1 year	4 x 37	£740
15	Holiday Club	1 year	44 hours	£220
Total				£23,450

The main themes that emerged in response to the interviewees perspectives on the FDP achievements were in relation to building a cohesive inclusive community and valuing people from all cultures and ethnic backgrounds: *"You are all listened to and they won't label you, everybody is equal in their own right"* (Interviewee 5). *"All inclusive, it values the abilities of all people coming to it"* (Interviewee 14). *"Breaks down inter-racial barriers as children, so this helps as adults"* (Interviewee 32). An Asian mother talked about the difficulties of being a single parent to four children after her husband had left her and how she had to cope with depression as well as the complexity and challenge of being a single parent: *"she (FDP worker) brought the broken jigsaw pieces together. If it wasn't for the Family development Project I don't know where we would be"* (Interviewee 63)

Others talked about feeling a better connection to their local community by involvement with the project: *"I was isolated and have now become part of the community"* (Interviewee 6), *"brings the community together, makes area a better place for children and adults"* (Interviewee 20)

Respondents also made reference to the positive leadership of the project by the project manager. The leadership of the Family Development Project was referred to as 'professional' and 'confidential'. Due to the complex nature of people's family circumstances, many were appreciative of the sensitive and positive approach that the service took when working with them. This approach was recognised as being present across the FDP service *"survival for me is knowing that there is always someone at the end of the phone to talk to who will have the same professional approach"* (Interviewee 39).

"The confidentiality issue is brilliant it is all done in confidence" (interviewee 5). The leadership style of the project manager was considered to be 'personal' and 'person centred'. *"Tries to meet the needs of individuals whatever their needs"* (interviewee 16)

While all people who use the FDP services report an increase in their confidence (outlined above), the community members who use the services and give their time to the project through voluntary work, report a personal growth and development that appears to exceed a growth in confidence alone: *"A sense of knowing that I am not just a mum. Sometimes I felt lost and I would get across to the project for my courses and fun days and it gives me a sense that I am a person in my own right"* (Interviewee 5). For others this idea of growth and development has made lasting changes in their parenting skills and also in their attitude about life: *"I have got so much out of the project, it has opened up a new life, a new way of thinking. I am so confident I can deal with some situations on my own, I get so much out of being here"* (Interviewee 8). Personal growth was referred to by one respondent as a 'transformation': *"Transformation from where I was to where I am now, confidence, support and information enabled me to help others"* (Interviewee 9).

Starting a journey at the Family Development Project for some individuals has helped them to make major achievements over a period of time: *"I started on short courses, then progressed to more advanced ones including college and then went to University"* (Interviewee 11). While this often takes years, the project has been there for individuals and families and it doesn't "discharge" people from the FDP, rather it grows with the individuals, seeking out new challenges to help people explore new experiences: *"The project manager puts you in places that are not always comfortable but it helps you to grow, pushes you on to that next step which helps your confidence. The ethos of the FDP means they believe in people fulfilling their potential"* (Interviewee 15).

Volunteer questionnaire (holiday club)

At the holiday club (2010) 16 adult volunteers were given questionnaires to identify their motivation to volunteer for the holiday club. In Table 8 above it is identified that 44 hours are given by each person who volunteers to be a volunteer at the holiday club. The questionnaire is found in Appendix 3.

1. Age of volunteer

Over 18 years	16
Total	16

2. Experience of volunteering of the sample

First time of volunteering	5
Volunteered at the Holiday Club before	10
No response	1
Total	16

3. Experience of volunteering at the Family Development Project before:

Done volunteering at the FDP before	8
Haven't done voluntary work at the FD project before	7
No response	1
Total	16

4. Respondents volunteered to help out at the Holiday Club because:

I always wanted to give it a try	3
I enjoy it	14
I wanted to give something back as I used to attend the Holiday Club	5
Feeling lonely and decided to do something	0
Just a series of coincidences and it was unexpected	0
Forced to do it/dragged along to a meeting, then got involved	0
Other (please state) <i>I asked to help in the creche</i> <i>I am on a social work placement with the FDP</i> <i>My wife is involved</i> <i>To help other people and little ones</i> <i>I belong to the Church of Christ and enjoy working with kids</i>	6

5. What respondents get out of the personal connections with the project:

A feeling of community and security	5
Getting things done (Action)	2
A need for specific help when I need it	2
Friendship	14
Someone to rely on	3
Gives me something to do with my life	1
Want to make a contribution to my community	6
Mixing with people interested in similar things	8
Other (please state) <i>I am not involved with the FDP and am linked to the Church of Christ</i>	4

6. There can be disadvantages to volunteering, do you ever feel that

You don't get asked to do the kinds of things you'd like to do	0
That it takes up too much of your time	0
That your help is not really wanted	0
Your efforts are not always appreciated	0
That too much work is expected of you	0
That you find yourself out of pocket	0
Other	0
<i>There are no disadvantages to volunteering</i>	

The volunteer questionnaire identified that most of the adult helpers had helped before at the holiday club or with other projects at the Family Development Project. There was a high level of motivation to volunteer to help at the holiday club and almost all (14 out of 16) said they enjoyed doing it. One third (5) said they wanted to give something back and a proportion of the over 18 volunteers had been young helpers in previous years and children who had used the Holiday Club in the years before that. The FDP is successful in generating a positive culture of volunteering where volunteers are motivated by friendship and mixing with people interested in similar things. None of the respondents identified any disadvantages to volunteering.

This section has provided evidence of the highly responsive nature of the FDP to meet the varied and diverse needs of children and families. The families report a personalised and caring service provided to them with suggestions that the FDP has enabled them to make long lasting positive changes to their lives. A highly responsive service appears to create a connectedness to the FDP where people want to stay connected as volunteers, which suggests that the service is tailored to meet the individual needs of children and families.

The data illustrates how the three sections of the FDP fit together to provide a cohesive service to children and families. The adult education is local and accessible to parents but this only works if there is 1:1 family support to help families work through difficult situations with managing children, their housing, their benefits or giving support to overcome family crisis such as a stillbirth baby. The access of a creche enables mothers to develop their learning while their children are being supported. It is the three elements that work together to enable and empower parents who use the services from the project.

Doing voluntary work is not conditional on getting a service, people choose to volunteer when it suits them and when they feel able to contribute something to the project.

What has been the impact of the Family Development Project on the community?

The data collected here are: data from three focus groups (presented in Appendix 7) and a questionnaire assessing 'trust' amongst parents and carers of children attending the holiday club (2010). The 'Trust' questionnaire is presented as Appendix 8.

The three focus group dates were circulated at the start of the evaluation project. It was initially intended to have separate focus groups for project users/community members and for service providers. However, due to the short timescale for the evaluation over the summer months, individuals attended the meetings that were more convenient to them. This resulted in mixed focus groups which might be dominated by particular groups and often with far too many people than would be desirable for a focus group. The data are presented as an appendix (these are notes of the data presenting evidence/theory for the Context, Mechanism and Outcomes). A discussion of the relationship between the four Context Mechanisms and Outcomes (CMOs) are presented in this section. The focus groups were made up of the following representation in Table 9:

Table 9: A summary of the attendance to the three focus groups

Focus Group (number/date)	Project Users and demographic representation	Statutory representation	Voluntary sector representation	Total Participants
Focus Group 1	6 project users/community members (all women including 2 Asian women)	2 (both white women, one from social services and one from health)	none	8
Focus Group 2	3 project users/community members (two men, one woman, two of whom are physically disabled/impaired)	5 from statutory sector organisations including 4 from Sheffield Council, 1 from social services, two Asian men, 2 white women)	7 from church organisations and 4 from other voluntary sector organisations (predominantly older members white men and women)	15
Focus Group 3	12 project users/community members (5 Asian women, 5 white women and 2 white men)	none	none	12
Total	21	7	7	35

CMO 1 explores the impact and contribution of the Management Committee (which is family/project user led) in meeting and exceeding the planned Big Lottery targets. The management committee

for the FDP is outlined in Appendix 1 and illustrates how diverse and representative of the community the individual members are. The makeup and structure of the Management Committee is an important contributory factor in the FDP's ability to deliver its programmes. Within focus group 3 there was some discussion amongst community members as to the main reasons for success of the FDP and a debate followed on the impact of the contribution of the Project Manager versus the impact of the wider FDP management committee. There was an overwhelming recognition and acknowledgement of the impact that the Project Manager had made on the lives of many who participated in focus group 3. One Asian woman talked about the contact she had with the Project Manager in the early stages of the project: *"I have so much attachment from the love that she (the Project Manager) gave, we are so much attached to her, we would carry on coming here to do the voluntary work"*. The Project Manager appears to work flexibly with family members which results in individuals from the focus group retelling powerful stories of how she had touched their lives: *"she came to my home to work with my daughter and this made a lot of difference in my life and that of my family. I don't think my daughter was ready to speak to me and without the support of her we would have been in a very different situation and going through hell"*. Another project user (a white woman) told of how she had moved to the area and initially thought the FDP was a chapel across the road from her. After speaking to neighbours she decided to walk into the Family Development Project. She reported: *"I moved here about a year ago and this project has brought me from being rock bottom... she (the Project Manager) has been my backbone, I was proper down and they built me back up again"*. This community member gave an insight into her difficulties with her child: *"my eldest couldn't get into school for 7 months and he got right ill with depression. I was fighting for a place for him. She (the Project Manager) gave him homework all the time, and made him feel part of it again. I don't know what we would have done without them (the FDP) as I can't do forms with depression"*.

The flexibility of the approach resonates with others: *"I have sat on the phone for 3-4 hours and come here, walk through the doors and she (the project manager) picks up the phone and does it like that (clicks fingers), you cant buy that"*. Another community member talked about the approach of the Project Manager, one emphasising that her leadership approach is synonymous with the project: *"she is the heart of the project, there is stuff she knows"* While another talks about what she doesn't know: *"the reason she is so good is she accepts she doesn't know everything"*. It appears that the Project Managers style of leadership has influenced and shaped the development of the culture of the FDP as an organisation.

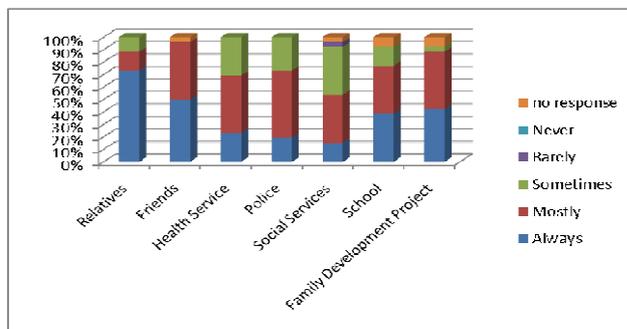
CMO 4 explores the collaborative working relationship between statutory and voluntary sector services through the work of the management committee. Statutory services recognise the wider role the FDP's management committee plays in being successful as a voluntary sector organisation working with children, young people and families. A manager from the Children's Centre in Darnall who attended focus group 1 reported: *"At the Children's Centre we feel the FDP do it better. We want to continue to work in partnership"*. A focus group community member (focus group 1) reported that she had sat on a committee at the Children's Centre and that some of the community information was more geared up and relevant to the Children's Centre's own nursery provision. She reported: *"I was on a committee at the Children's Centre but they are geared up for children at their*

nursery and my son went to x". In focus group 1, Health identified that the openness of the organisation helps to facilitate ways to connect to community members to establish their opinions about services. A recent project had explored the views of community members in relation to Accident and Emergency services. It appears that the more diverse membership of the Management Committee generates a greater balance of information on community activities for the community members of Darnall.

CMO 3 explores the extent to which the FDP reaches out to a diverse multi-cultural and multi-ethnic community. Some of the community members referred to the Family Development Project as being part of an extended family, for example: "They (the FDP) are my extended family"; "you are loved and cared for" and "I feel relaxed here and I never felt it at other mother and toddler groups". This level of feeling suggests a high level of personal connectedness within an organisation which is in line with the research evidence on 'Trust'. The higher levels of trust that is felt towards an organisation, the greater the level of social capital within that community. High levels of social capital suggest high levels of mental health well being and community integration. This evaluation set out to evaluate the levels of trust felt by parents and carers who used the summer holiday club. The instrument is presented as Appendix 8. Although the sample size is small the results (table 10) suggests that the FDP is the most trusted organisation amongst a sample of holiday club project users (n=26) (followed closely by schools). This is significantly higher than the health service (6), police (5) social services (4) but close to school (10):

Table 10: A sample of parents and carers views on Trust (n=26)

How often can you trust each of the following to act in your best interests?	Always	Mostly	Sometimes	Rarely	Never
Relatives	19	4	3		1
Friends	13	12			
Health Service	6	12	8		
Police	5	14	7		1
Social Services	4	10	10	1	2
School	10	10	4		2
Family Development Project	11	12	1		1



The specific leadership and management style of the project manager does require some further analysis to explore the extent to which the project manager is demonstrating transformational leadership. Being a transformational leader in a socially deprived and ethnically diverse community will be important to the success of a voluntary sector project. CMO 2 is concerned with meeting the needs of children and families in a multi-ethnic and multi cultural community. The challenge of leadership in such a vibrant and diverse community is immense. Transformational Leadership has four dimensions describing leadership behaviour (Burns, 1978; Bass 1985):

Idealised Influence - is the degree to which leaders behave in charismatic ways that cause followers to identify with them;

Inspirational motivation - is the degree to which leaders articulate visions that are appealing to followers;

Intellectual stimulation is the degree to which leaders challenge assumptions, take risks and solicit followers ideas;

Individualised consideration is the degree to which leaders attend to followers needs, act as mentors or coaches and listen to followers concerns

The evidence from the experiences of project users/community members in focus group 1 and 3 suggests that the project manager has a transformational leadership style. Piccolo and Colquitt (2006) argue that one of the more powerful influences a leader can have on followers is in the "management of meaning". Leaders who have ideological values and who engage in intellectual stimulation are able to interject meaningfulness into their organisation and their followers (volunteers) work. It appears that the FDP has a real strength in providing educational courses in Darnall (the only venue in Darnall). The courses appear to work in a way to generate "intellectual stimulation" for a high number of community members, who in turn feel compelled to "give something back" in offering their time and support to being a volunteer. This was evidenced within focus group 2 which was represented by the course tutors who run the accredited training courses at the FDP as well a two project users/community members: *"It can start with one phone call, go on a course and most would not have gone to Sheffield College"* (project user/community member) *"There are 12 people about to start a Diploma. I don't believe they would be at that place had they not started their course here. They are moving onto higher qualifications* (Adult Educator, focus group 2).

The 'management of meaning' appears to also be evident in the success of the FDP working with children through the homework clubs. The homework club takes place in one of Darnall's community facilities, the library. The library operates within Sheffield City Council's homework zones, a librarian at focus group 2 explains: *"there is a homework club that runs every night but it isn't very successful. The numbers .. we don't get the numbers, sometimes 5 or 6, but this (FDP) homework club has the numbers"* (librarian, focus group 2). One of the project users/community members explained why a homework club at the FDP might have increased interest: *"the FDP is family orientated, some nights we can have 30 children, they come because the atmosphere is based*

all around the family. We have the little ones right up to the bigger ones, it is not just orientated around children of a certain age, the whole family come. It is socially orientated as well, not just orientated for kids just to come to do homework. If it was just school work they wouldn't do it"

To conclude this section it is apparent from the focus group data that there appears to be more value and contribution of the leadership style of the project manager towards the success of the project as opposed to the 'family/project user/community member' led management committee. There are a high number of project users/volunteers who may not have direct communication with the management committee. A recommendation from the evaluation is that the family /community members on the management committee should communicate with the larger group of project users/ community members to ensure that there is a represented view presented at the management committee meetings. There might be a volunteer sub-group which seeks to communicate with all the volunteers prior to and after significant events at the project to ensure all are communicated with and their views are fed back to the management committee.

What has been the impact of the Family Development Project on its partner organisations ?

The Family Development Project relates to a wide host of organisations across the statutory and voluntary sector locally and across the city of Sheffield. The evaluation process resulted in the Project Manager and a stakeholder partner agency working together to present a 'mapping' of the organisations in the locality and to develop lines of agency relationships and communication (please see Appendix 9). This mapping exercise generated an email directory of 97 names and many were consulted with to identify the best way to engage them in the evaluation. A choice of electronic questionnaire or attending a focus group were available and a summary of the sample of partner organisations involved in the evaluation is presented in Table 11:

Table 11: Sample of engagement with partner organisations

Data collection method	Numbers of people involved in the sample
Electronic questionnaire	30
Focus groups (statutory sector)	7
Focus groups (voluntary sector)	7
Total number of people involved in the evaluation	44

The electronic e-questionnaire was designed in conjunction with the Project Manager and a stakeholder partner in health. The questionnaire was generated using an electronic email and emailed to approximately 100 people. Some of the email addresses bounced suggesting that the questionnaire actually reached approximately 90 people. The questionnaire consisted of a set of questions with the key aim to explore the impact that the FDP has on other organisations in the locality and a copy of the questionnaire can be found in Appendix 10. 31 people returned a

questionnaire, one of whom described herself as a 'housewife' so this questionnaire was excluded from the analysis. On the basis of 30 returned questionnaires 13 were completed by staff in the statutory sector, 12 in the voluntary sector, 1 person from the public centre and 1 from a university and 3 were from religious organisations.

The job roles of the respondents and the type of organisation they worked in is detailed in Figure 12

Figure 12: Respondents to the stakeholder electronic questionnaire

Voluntary	Statutory	Other
CD&H Manager	Homestart co-ordinator	Practice learning manager
River Steward	Police community support officer	Methodist minister
Director	Health promotion trainee	Senior Lecturer
Project Development Officer	Community Development Librarian	
co-ordinator	Receptionist	
Development worker	Nursery manager	
receptionist	Police Sergeant community engagement officer	
Chair, Darnall Wellbeing	Health improvement specialist	
Darnall Forum	Head teacher	
Manager x 2	Social worker	
	Housing support worker	
	Consultant public Health	
	Pre-school	

Respondents were asked to give an example of how the Family Development Project has had a positive impact with a family. 26 people out of 30 answered this question with only 11 respondents giving a specific examples of a family, parents and or children who have had a positive service from the FDP. These data from 11 families is presented in Figure 13:

Figure 13: Examples of 11 children and families who have benefited from the FDP from the perspective of other organisations

	Family/child/parent	Process (FDP service provided)	Outcome for the person who received the service from FDP
1	Parents and children	Support, training and encouragement and valuing people for who they are	Increased confidence
2	Young man with Learning Disability	Supports and encourages confidence in his own abilities	His father been able to make a positive contribution to the project
3	Families	Families now have confidence to address where they went wrong; many families involved with the project to help other families	
4	Families	Service impacted on the	Raised self esteem and

		health of families by signposting to other agencies; providing outreach play to children who would not otherwise be engaged	widened opportunities
5	Father	Literacy course	Now speaks better English
6	Family	Family Therapy	
7	Young Person (boy)	Problems with confidence and relationship problems with other children in his street	Now has new friends and has managed to break the cycle
8	Family	Opportunities they would never have	New experiences
9	Mum	Toddler group	Growing confidence to progress lifelong learning and ultimately employment
10	Child	A child at risk of anti-social behavior and at risk of entering the criminal justice system	Positive influences on behavior and prevention of a child entering the criminal justice system
11	Single parent father	Providing 1:1 support; parenting classes	The child managed to stay with his father

The questionnaire to partner/stakeholder organisations asked respondents what would be the implications for their service if the FDP ceased to exist. There were 23 specific responses that indicated a specific consequence for the community should the FDP no longer exist as an organisation in the area, Figure 14:

Figure 14: Examples of the impact of the loss of the FDP

responses	Comments made by local organisations
3	No courses delivered locally in the Darnall area
1	It would be difficult to reach people in Darnall
3	Social Work students would lose an excellent placement in the voluntary sector in Darnall
1	There would be a loss of workers who know Darnall and who are trusted by families
2	There would be an increase in anti-social behaviour
1	A lack of multi-faith meetings and people being together
1	A gap in knowledge in family support in the area
1	A loss of contact with some families through the FDP
1	What the children centre could offer would be affected
1	There would be no project between police and the community which would affect the relationship with the police – less confidence in the police
2	No support for local families, fewer families getting support
1	Less capacity building with family support

1	No one delivering work to local families
1	Children on the street
1	More children offending
2	It wouldn't affect us

The partner stakeholder organisations were asked to make recommendations as to how the FDP might develop in the future and responses predominantly fell into the following areas:

- More joint working (6 responses)
- More courses provided to more people (4 responses)
- More health provision (6 responses)

More joint working

Three voluntary organisations suggested that more could be achieved to *“save time and duplication of efforts”* while another felt more could be achieved to maximise the new parks in Darnall by teaming up together and another wanted more joint working in family support with more of a presence in the Children’s Centre. A call for more joint working is an endorsement for the model of practice that the FDP follows, as the suggestions were a call to spread the work of the FDP further into the community. Further emphasis was placed on the model of working of the FDP suggesting it was a ‘model of good practice’ which *“provides a model and springboard for community development which starts from the people who are the community rather than on a desk in the town hall”*. The leadership of the FDP was praised in terms of joint working reporting that the FDP ‘s project manager is able to *put young people and their families at the heart of the support mechanisms without duplicating services”*.

The FDP’s role as a successful education and training provider was recognised and the partner /stakeholder organisations suggested that further courses could be provided in a range of ways:

“future courses e.g. IDENTITY course for boys (confidence building and self esteem course”

“more accredited courses”

“Pre School learning alliance offer training, family learning courses etc. Its possible FDP could use PLA to deliver training at the Centre”

“courses on our premises, joint events”

Finally two respondents identified that the FDP could develop its joint role with health:

“I would like to see us working together on family health issues around tackling childhood obesity, whether its by way of cook and eat sessions or promoting the Change4 Life work and messages. I think it would be a great opportunity to make a link with our allotment project to healthy eating, children’s learning and active play”

“It would be good to run some health events targeting the parents like health screening”

A final question on the electronic questionnaire asked for partner/stakeholders to comment on the FDP and these comments can be summarised in the following sections:

- The organisational design and leadership of the FDP is suggested as a model of good practice
- A good example of multi-faith work

The model of organisational design and leadership of the FDP suggests that there is a model of practice that is empowering the community members for whom it provides a range of services to. Words such as ‘inspirational’ and ‘empowering people’ are used to describe the work of the organisation and one respondent referred to the FDP’s good reputation; *“the good work of the FDP is well known with my equivalents working in other areas of the city wishing they could replicate what the FDP has managed to achieve. The FDP is more than just about its activities, its the atmosphere it manages to create. I just wish we could bottle it up as there are a lot of other community projects that could benefit from it”*.

The way the FDP works was referred to with respondents saying that the project: *“works in a unique way by facilitating and encouraging rather than telling people what to do”* and *“the FDP empowers people to make changes rather than ‘advises from on high’ “*

There was direct reference to the structure and management of the FDP with one respondent suggesting that this is key to ensuring the needs of the community remain a priority for the organisation: *“the structure and management means that decisions are taken democratically and fairly and the needs of the community are central”*. This was echoed by another respondent who suggested; *“it (the FDP) is an organisation to which we should all aspire to and learn from. They are an asset to the community and very supportive and flexible to the changing and varied needs of the community”*

Another respondent remarked on the professionalism of the FDP *“The project is outstanding in the combination of the professionalism of its organisation with the genuine engagement, commitment, warmth, humour and imagination with which it engages with the diverse families and individuals that it serves. A remarkable, life giving enterprise”*. Another respondent remarked how they were *“impressed at the level of professionalism provided by the service”*

This section will examine the data from the electronic questionnaire as well as the data from 2 focus groups.

While the FDP had its origins in the church it was evident that this was not a major outwardly focused emphasis of the project. The church appeared to embody the values of family life and community support and one respondent was clear to position the role the church had on the FDP: *“FDP shows the very best of faith based work – where faith is a shared commodity and not exclusive to the church members. That celebration of the ‘goodness’ of people is rare and treasured ‘commodity’ which is probably not the right word – but you get my meaning I trust”*.

The FDP has emerged from its original roots in the church by the growth of volunteers from the community which has extended the FDP wider than the reach of the church itself. The democratic multi-faith and multi-ethnic management committee has worked hard to develop the FDP in what it is today as the following respondent suggests *“this project has developed and grown over the years it is well used and although it was a mainly white British people who originally used the project, a lot of work has resulted in a very diverse clientele now and makes a very valuable contribution to the cohesion agenda of Darnall”*

Discussion of the data

The Outcomes Tables demonstrate a successful accomplishment of all but one target. The non-accredited courses have been delivered on target with an increase in the delivery to participants of 48%. The accredited courses have met the target numbers and delivery has increased to participants by 257% as the demand has remained high and the Family Development Project is the only adult education facility in the Darnall area. The interview and focus group data suggests that if the courses were run outside of Darnall then this would be a significant barrier to people living in Darnall accessing adult education.

The FDP has been successful in engaging the support of volunteers. The success reaches out to the engagement of young people as helpers in the holiday club and the homework club and after school clubs. In addition the project recruits family members including mothers, fathers, grandparents and siblings. It has exceeded its target to recruit volunteers to contribute a minimum of two hours a week by 37%. The overwhelming success in the recruitment of volunteers is evidenced with the objective to recruit ten volunteers to become involved with a local group or voluntary organisation by year 5. This objective was achieved and exceeded by 800%.

The one target that has been difficult to achieve is 1e, *“30 parents move into external training opportunities and or paid employment by the end of the year”*. While 84 parents have moved into external training and or paid employment, the target was 90. It appears that for some parents a longer period of time is required to make the move towards external training and employment.

The FDP has been successful in its targets to build a stronger community, it exceeded the number of open days/community events by 650%; increased the recruitment of parents to the management committee by 150% and exceeded the target on setting up joint projects by 266%.

Another area of successful accomplishment for the FDP is in its recruitment of participants to its clubs such as the Bike club, the parent toddler, after school and homework clubs. The Bike club (to work with fathers) met 100% over the six times a year it was scheduled to meet. The children's clubs recruited 94% more children than it expected to provide to. The 1:1 family support sessions were delivered to the families it was scheduled to deliver to and also increased its capacity by 310% to provide more family support to more children and families living in the area.

The 'family' is the ethos that runs throughout the Family Development Project. It is clear and consistent in its mission, which is to work with families throughout all of its activities. There are no

splinter groups which look at individual members needs in isolation from the family. An example of this is the development of the work of the project to engage fathers. The ethos of family development worked with fathers to enrich and engage their role as fathers within the context of the family. This is illustrated well with the example of the bike club: *"the bike club is not just set up for fathers it is set up for families. We got a load of bikes from Sheffield Police and go on bike rides, it started with 4 or 5 and now we have 63 members"*(Project user/community member, focus group 2) . One Asian mother reported how she had never ridden a bike before and how she went on to take on a volunteer role with the bike club: *"I volunteered to be secretary of the bike club because i felt appreciated. If I had been asked to do this within my own workplace I would see it as just another task"* (project user/community member, focus group 1) .

The 'family' ethos appears to touch and connect with many of the project users/community members when they face difficulties and challenges in their own families. This can vary significantly from project user to project user and is illustrated in the interview data in table x. It is not just a range of services that are provided at the FDP it is a personalised support network that aims to connect to families where and when they need it. This is illustrated in the longevity of engagement with community members which results in the likelihood of project users/community members providing significant voluntary support to the project.

The family development project provides experiences to people who would not have those experiences elsewhere. One project user/community member talked about his enjoyment of playing cricket on the beach on a day out to the seaside. This same individual reported living quite an isolated life, not getting out, not many friends and unemployed. This family had recently moved to the Darnall area. The father reports: *"... now doing a child development course and helping to work with children, I do one day a week. It is something [working with children] I have wanted to do for years"*.

A wide range of statutory and voluntary services report highly of the FDP. There is evidence of the FDP being networked out to the heart of the community in Darnall as it participates in community events such as fun days, open days and carnivals and as it has regular attendance at venues such as Darnall library with its homework club. There is a high level of involvement of community members and families from the locality. It is argued that where families have high social vulnerability within a community, they are unique in having first hand knowledge of the experience of disadvantages of welfare interventions: *"families daily and intimate experience of welfare outcomes gives them particular strengths even epistemic authority for assessing aspects of service quality and effectiveness"* (Cortis, 2007)

The Family Development Project has a successful history of working collaboratively with community members. Every activity is evaluated and data is summarised and fed back to the management committee. The FDP aims to enable accessibility by all community members and actively seeks out to reach the hardest to reach community members for example community members who do not have English as a first language. The complex vulnerabilities of the community members makes them dependent on statutory services which may not be able to respond to providing a more flexible and innovative interventions that will enable the family in seeking a constructive solution.

Where community (project users) have social disadvantage they fail to use the same market behaviours in accessing a service such as shopping around for a service or exiting from a service when a service fails to satisfy them. Service providers therefore lack access to consumers market signals so their responsiveness and resource allocation depends on direct and regular feedback. Collecting a large range of data on feedback from users (including testimonials, surveys, other forms of evidence) ensures more appropriate and tailored family support provision. The Family Development Project helps community members who have been failed or who have been in a bad service.

The Children's Fund Evaluation (2006) found that there is often untapped potential for welfare service users to participate in and constructively contribute to service management, planning and evaluation and through this to develop expertise, claim resources and status and influence policy organisation and service delivery. It appears that the FDP have found ways to tap into the support of project users who in turn provide support to the project in providing their free time in the form of voluntary work.

Conclusion

This evaluation involved a sample of 233 adults and children who are all stakeholders of the Family Development Project. To ensure that the evaluation was 'fit for purpose' and that it measured what it set out to measure, the external evaluator worked with representatives of the Management Committee to design and carry out the evaluation. The use of Realistic Evaluation as a theoretical approach to the evaluation provided a vehicle to 'drill down' and provide the detail to show the key factors that have contributed to this project over achieving its Big Lottery targets from between 30.3% to 800%.

The significant factors that this evaluation study identified as being contributory to this success were identified in the data collated for the four Context, Mechanisms and Outcomes (CMOs). This project has 100 people registered as volunteers (most of whom are project users) which provides the project with an army of social capital to deliver its programme of activities. There are endorsements from the statutory sector who identify that there are areas of service where the FDP 'does it better' including an endorsement from the Children's Centre (for work with children 0-5) , Darnall Libraries in terms of the Home Work Club (where the Family Development Project embraces and welcomes the whole family to its Home Work club)and where the library accepts that they only recruit a handful of children to their standard homework zones in comparison. The local police run courses in partnership with the FDP and are planning new courses to work with young men along the same lines as the successful "Miss Unique" course.

There was one target which the project failed to reach its target in 2007 and 2008, which was *"1e, 30 parents move into external training opportunities and or paid employment by the end of the year"* (page 11 of this report). However by year 3, in 2009 the FDP did meet this target and exceeded it almost doubling the target for that year. What has emerged from the learning from this evaluation is the time that it takes for families to move on with their lives. The personal and family growth is evident from the work undertaken by the FDP and evidenced within this evaluation, but in a target

to move families on in external training and or paid employment the time required to build this capacity is more likely to occur over a longer period of time.

There is evidence within the evaluation report that there is and continues to be an on-going dialogue between all stakeholders of the project as to what services should be provided and how these should be provided. The project users who sit on the Management Committee have a voice and it is clear that the project users take a lead and a steer in the management of the project. The challenge for the FDP is to explore ways to include all volunteers into the Management Committee structure so that they are represented at more formal management committees.

The leadership style of the Project Manager is a major contributory factor to the way the project is led by project users and enables project users to feel empowered to become volunteers. The project is truly emancipatory in this respect. There is still a need for the services and support of the Family Development Project, as community members build capacity by developing skills in a wide range of different areas after a legacy of 40 years decline in the Steel and Manufacturing industry. There are a lot of issues the project still needs to address within the local community, as the project enables and builds growth with a generation who it is hoped are inspired by the work from their volunteering experiences and who aspire to continue the journey into education and paid employment.

The Family Development Project has demonstrated that it is able to deliver over and above its Big Lottery targets which gives a high level of return on investment. There is also the added benefit of the way the FDP generates 'shared learning' with its partners in the statutory and voluntary sector and explores opportunities for shared involvement in projects for the benefit of the wider community. The FDP also acts as a conduit for other support projects to work collaboratively on a project of prevention work with some of the most vulnerable people living in an area of high socio-economic deprivation.

Lessons learned and recommendations

1. The FDP has been successful in setting up a Management Committee which is shaped and influenced by the community members/project users. The committee has representation across the statutory and voluntary sector with staff across these sectors identifying how the project can develop in the future. The suggestion is that the project can develop its work with health and could develop further joint ventures. One of the challenges for the future will be to develop more lead roles for community/project user members to be able to liaise with the growing number of volunteers (now 100+).

2. The FDP is able to provide services to numbers over and above its projected numbers without an increase in financial resources. The ability to do this lies primarily in the way the project manager uses the skills of transformational leadership which nurtures and develops parents and community members to have self belief to offer their time and skills in volunteering for specific roles within the FDP. The challenge will be to seek out new premises to provide to the increasing numbers of families who seek to use the services of the FDP.

3. A new organisational structure will be required to develop the specific arms of the project and it will be important that the growth in this area is in line with the organisation's current culture of co-production with its community members.

4. Another challenge will be to develop specific skills to submit bids to tender for services. The organisation has the experience and the capacity to tender for increased services particularly in the three areas of its expertise; adult education; family support and child care facilities.

Appendices

Appendix 1: The Management Committee for the Family Development Project

Chair	Rev. Peter Whittingham	Trustee/ Volunteer
Treasurer	Mrs. Janet Williams (2008)	Trustee/ Volunteer
Secretary	Mrs. Diane Stubbs – Prince of Wales N/I– School Early Years Advisor	Trustee/ Volunteer
Fundraiser	Mrs. Pamela Leigh	Trustee / Volunteer (<i>Died sadly at the time of writing this report</i>)
	Mrs. Stella Mekonnen – PCT	Trustee / Volunteer
	Mrs. Sue Daniels – Headteacher Greenlands N/I School and Darnall Children’s Centre	Trustee /Volunteer
	Christine Hamilton	Trustee/ Volunteer
	Lyn Brandon - NHS Sheffield, Health Improvement Practitioner Specialist	Advisor
	Yvonne Wells – Darnall Community Advocacy Worker	Advisor
	Shabaz Abbas – Community development Worker – Adult and Community Learning	Advisor
	Helen Iwan – Early Years Manager	Advisor
	Mr. Kevin Ramsden	Volunteer / Community Member
	Mrs. Pamela Brodie	Volunteer / Community Member
	Mrs. Sarah Hallatt (2008)	Volunteer / Community Member
	Mr. Bear New Volunteer AGM 2009	Observer (Prospective Volunteer)
	Mrs. Gillian Richmond - Shelter	Advisor
	Mrs. Pauline Gadsden	Advisor
	Ms. Jo-Anne Ashley Social Worker	Volunteer

Mr. Malcolm Lilley - Supporter

Appendix 2: Questionnaire for Children at the Holiday Club

Children 5 - 11 (Holiday Club - Tuesday)

Please tick the box that applies to you

1. How old are you?	5	6	7	8	9	10	11
2. Are you a	Boy <input type="checkbox"/>			Girl <input type="checkbox"/>			
3. Is this your first time at Holiday Club?	Yes <input type="checkbox"/>			No <input type="checkbox"/>			
4. Are you here with a brother or sister?	Yes <input type="checkbox"/>			No <input type="checkbox"/>			
5. What is the language you speak at home?	English			Other (please state)			
6. Did you come to holiday club yesterday?	Yes <input type="checkbox"/>			No <input type="checkbox"/> (if No, go to Q8)			

If yes

7. How did you feel when you left holiday club yesterday

Happy  Not happy but not sad  Sad 

8. What **do** you like about this holiday club?

.....

9. What **don't** you like about this holiday club?

10. What would you like to do at this holiday club?

.....
.....

11. If you are in Y6 at school this year, and are moving to Secondary School in September – you would qualify for Young Helper next year

Would you like to help?

YES

NO

If you would like to help please put your name and contact address here

Name

Address

.....

Appendix 3: Questionnaire for volunteers

Questionnaire to identify why people volunteer at the Holiday Club

Please tick ✓ the box that applies to you

Volunteer 11-15		Volunteer 16-18		Volunteer Over 18	
-----------------	--	-----------------	--	-------------------	--

This is my first time volunteering for the holiday club Yes No

I have done volunteering for the Family Development Project before Yes No

I have volunteered for the Holiday Club before Yes No

Please tick ✓ the boxes that applies to you

1. I have volunteered to help out at the Holiday Club because

I always wanted to give it a try	
I enjoy it	
I wanted to give something back as I used to attend the holiday club	
Feeling lonely and decided to do something	
Just a series of coincidences and it was unexpected	
Forced to do it/dragged along to a meeting, then got involved	
Other (please state)	

2. What do you think you get out of the personal connections with the project?

A feeling of community and security	
Getting things done (Action)	
A need for specific help when I need it	
Friendship	
Someone to rely on	
Gives me something to do with my life	
Want to make a contribution to my community	
Mixing with people interested in similar things	
Other (please state)	

3. There can be disadvantages to volunteering, do you ever feel that

You don't get asked to do the kinds of things you'd like to do	
That it takes up too much of your time	
That your help is not really wanted	
Your efforts are not always appreciated	
That too much work is expected of you	
That you find yourself out of pocket	
Other	

Would you like to be interviewed as part of the Project's evaluation? If yes, please insert your name and contact details

Appendix 4: Semi-structured interview schedule

An Evaluation of community members who have used the Family Development Project

Please answer all questions

Q1 How did you find out about the Family Development Project?

- A friend or neighbour
- A social worker, GP or other paid professionals
- My children’s school
- Mother and baby services
- A leaflet or other information
- Other

Q2 When did you first get help from the Family Development Project?

- Within the last 6 months*
- Within the last 12 months*
- Within the last 18 months*
- 2 – 5 years ago*
- 5 – 10 years ago*
- over 10 years ago*
- over 20 years ago*

Q3 What services support or help have you had from the Family Development Project?

Q4 Have you accessed any courses from the Family Development Project?

Yes

No

Q5 If yes, which courses have you been on?

Q6 Do you still get support and help from the Family Development Project?

Yes

No

Q7 If yes, what type of support and help do you get?

Q8 If no, when did you last have support or help from the Family Development Project?

Q9 What is the total number of years you have had support from the Family Development Project?

Q10 Do you do any volunteer work for the Family Development Project

Yes

No

Q11 If yes, please give some detail about the voluntary work you do for the Family Development Project

Q12 What is the total amount of years you have done voluntary work for the Family Development Project?

Q13 If you do voluntary work, on average how many hours do you give to the project each week?

- 30 minutes – 2 hours ago
- 2 – 5 hours
- 5 – 10 hours.....
- 10 – 15 years ago
- 15 – 20 years ago
- 20 – 25 years ago
- 25 – 30 years ago

Q14 To what extent do you agree or disagree with the following statements:

	Strongly Disagree	Disagree	Neither Disagree or Agree	Agree	Strongly Agree
The FDP recognises people as important	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The FDP promotes equality and give and take	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The FDP develops community support networks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The FDP breaks down barriers between professionals and recipients	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The FDP facilities rather than delivers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q15 What do you think are the major achievements of the Family Development Project?

Q16 What have you personally got out of the Family Development Project?

Appendix 5: Sample of community members who use the FDP services but also provide voluntary support to the FDP

Interviewee	Type of FDP support	Courses attended at the FDP?	Detail of volunteering at the FDP	Years of support from FDP	Years of volunteering at the FDP
5	Help with job interview; financial difficulties; daughter attended Spirals and went on trips	Healthcare; NVQ; childcare	holiday Club	9	1
6	Toddler Group	Triple P; arithmetic; First Aid	Children's centre, Yoga tots	18mth	5 weeks
8	Daughter's behaviour; financial difficulties	Story sacks; confidence; Makaton; The primary school child, the adolescent	holiday club, homework club, credit union, PALs, after school club, spirals, Sunday school	13 yrs	12 yrs
9	help with studies and work experience	1 or 2 courses	volunteering experience for college course and then got a job	2yr	1yr
10	school issues with son. Hospital appointment, and advice, FDP signposted me to other services	Food hygiene, computer course and so many others	Mother and toddler group	8 yr	7yr
11	Family support, help with washing when washer broke, school issues,	parenting, confidence, story sacks, makaton, so many more	Spirals	10yrs	6months
14	holiday club, bike club	positive parenting, makaton, first aid, dyslexia	Bike club	7.5 yr	1yr
15	courses	self esteem for teenage girls	holiday club	5yrs	4 yrs
16	grandchildren use clubs			12 years	every Tuesday am until 2 months ago
20	help with finances. illness, help with shopping, home work	Drug awareness and craft club		18month	about to start, waiting CRB check

	club and form filling				
21		First aid, child care, yoga tots	yes, when needed		
22		Food hygiene	Kitchen, PALS, Toddlers, Family week, open days, midweek church	10yrs	10yrs
24	self confidence when husband died	confidence	homework club	3ys	2 yrs
27	Form filling, 3 children, single parent, homework club, own confidence, help with CV and job search	NVQ level 2, parenting courses	After school club, open days, interpretation in my language (Urdo), read books	3-4 months	2hours x 15 weeks
28	Someone to talk to, help with family and with children's behaviour, support re divorce and self esteem	confidence, dyslexia, anger management	a 'welcome lady' and volunteer driver for disabled helper	5yrs	3yrs
30	help with girls as they would have been fostered	first aid, literacy and more	cleaning up at the project, car boot sales, help bike club, sorting out	8yrs	4yrs
31		courses, child care, confidence	ABC, PALS, Holiday club	4yrs	3yrs
32	helped me because it helped my wife	bike club	family days, bonfire party and trips	1 yr	1yr
33	help with pregnancy and social services	first aid, time out from anger, maths for children	help run craft and family week	1yr	waiting for CRB check
34	Courses, work experience, NCSE level 1, children go to the clubs, family support	NCSE level 1. NVQ level 2, learn to play		6yrs	4yrs
35	Help with grandchildren	First Aid			(2 years ago, did 4 years)
39	family support, family week	computer course, food hygiene, anger, dyslexia, makaton		9	9

56	grand daughter - unique course, grandson after school club and family support	children have been on the courses		3yrs	
57	ABC, PALS	5-11 child development	volunteer leader at after school club	7yrs	1yr
60	Form filling and advice about children	parenting courses, level 1 and 2, teaching assistant course, makaton	Puppet shows for children over 5 weeks	3 yrs	5 weeks
61	A lot of support when grandson was in social services; play groups	anger management, triple P and many more	Credit union, ABC;	9yrs	2yrs
63	Mother and toddler group, Homework club, spirals, 1:1 help when depressed and single parent of 4 children	child protection; how to manage a teenager, numeracy and literacy	mother and toddler group	12 years	2years

Appendix 6: Calculation of voluntary hours to the FDP

The Family Development Project

30.08.10 - JVL

Information of Volunteer Hours – Equivalentents per session / Group

ABC – Tuesday

Started Prior to BLF and is on going

<u>Session Duration</u>			
<u>9.00 – 11.15</u>	<u>2hrs 15 mins</u>	<u>Term time</u> <u>37 weeks per year</u>	<u>2hours per session per person ±</u> <u>2 hours planning / set up and shopping – 1 volunteer</u>

Messy Mondays

Started year three of BLF – Re Children’s Centre 0-5

<u>Session Duration</u>			
<u>9.30 – 11.30</u>	<u>2hours</u>	<u>Term time</u> <u>37 weeks per year</u>	<u>2 hour per session per person ±</u> <u>2 hours planning / setup and shopping – 1 volunteer</u>

Pal’s – After School Club - Tuesdays

Started prior to BLF grant and is on going

<u>Session Duration</u>			
<u>3.00 – 4.30</u>	<u>1hour 30 mins</u>	<u>Term time</u> <u>37 weeks per year</u>	<u>1and half hours per session ±</u> <u>2hours planning, set up and shopping for two volunteers</u>

Homework Club - Mondays

Started prior to BLF Grant and is on going

<u>5.00 – 7.15</u>	<u>2 hours 15 mins</u>	<u>37 weeks per year</u>	<u>2hours shopping and delivery Brian and Jean</u> <u>2 Chefs</u> <u>2.15 mins session</u> <u>Plus hour set up and put away</u>
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Spirals and Chilli pep – Mondays with Homework Club

Started :- January 2010

(Poss end Sept 2010)

<u>6.00 - 8.00</u>	<u>2 hours</u>	<u>Has continued throughout year closing 4 weeks only</u>	<u>2 hours delivery</u> <u>2hours set up / planning and tidy</u>
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Spirals after Pal's – Tuesdays

Started January 2010

(Poss end Sept 2010)

<u>4.30 – 6.30</u>	<u>2hours</u>	<u>Term time with two extra sessions through the summer</u>	<u>2 hour sessions</u> <u>2hours planning set up and delivery</u> <u>2 hours risk assessment and gardening +1</u> <u>2 hours shopping and purchasing +1</u>
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Family Week

Whole five days

Every year of BLF Grant

<u>Monday - Friday</u>		<u>Annual event</u>	<u>7 hours</u>
<u>7 hours</u>	<u>7 hours</u>		<u>2 hours for 5 people set up and tidy away</u>
			<u>Per session</u>
			<u>2 hours shopping per day</u>
			<u>3 people 5 hours catering</u>
		<u>+ Christmas New Year event</u>	

Holiday Club

Five whole Days

<u>Monday - Friday</u>		<u>Annual event</u>	<u>7 hours</u>
<u>Seven hour</u>	<u>Seven hours</u>		
		<u>Christmas /New Year Party</u>	<u>Pre club set up 4 hours</u>

		<u>6 Planning meetings per year</u> <u>Full days training session for Volunteer leaders and Young helpers</u> <u>Catering Team (x 3 full time)</u>	<u>6 hours x 5 days</u> <u>7 hours set up</u> <u>7 hours training</u> <u>Per person (including catering team)</u> <u>Shopping</u> <u>8 hours</u> <u>Holiday Club Party</u> <u>5 hours</u> <u>Shopping 4 hours 2 volunteers</u>
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Spirals Unique / Identity

<u>Wednesday</u>	<u>4 hours</u>	<u>Self esteem / sessions</u>	<u>4hours x 2 volunteers</u>
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Appendix 7: Focus Group Data

Focus Group 1 (41 minutes)		
Context	Mechanism	Outcome
"local, easier to come here than social services" (F1)	"There are courses to attend while I was on maternity leave" (F2)	"My husband was very angry, by coming here he has learnt to communicate and interact" (F1)
"other community development projects are jealous of Darnall's family development project, it is the only reason to boast!" (F6)	"You can volunteer here. I learnt to ride a bike for the first time" (F5)	"You are a person not a number" (F1, F2)
"The children's' centre feel the FDP do it better" (F3)	"When my youngest went to school I thought I would have to say goodbye but they talked to me about being a volunteer " (F2)	"I am proud to be part of this centre" (F1)
"An open and friendly organisation always welcoming" (F4)	"I came 5 years ago and carried on coming to the sessions for children 5-10 and then came back as volunteers, we do it because we enjoy it" (F5)	"We have a life for living" (F1) "Feel I have achieved more" (F1)
"Health use the FDP to connect and consult with the community members e/g/ A & E (F4)		"I volunteered to be secretary of the bike club because I felt appreciated (F5)
"everyone is there to help you " (F1)	"It is not just educating the kids it is educating the parents" (F5)	"If it wasn't for the FDP, my family wouldn't be here today" (F1)
"people don't judge or criticise" (F1)	"It is all inclusive, - not printed out that you are the token Asian person or lets get the Somalian person, whatever your need, you are included (F5)	"I went into hospital with a life threatening situation and the love of the centre brought me through" (F1)
"Feel relaxed here and never felt it at other mother and toddlers" (F2)		
"I went to sessions at the children's' centre and didn't feel as welcomed as here" (F2)	"It is the Christian principles that enshrine the FDP" (F6)	
"I was on a committee at the children's centre but they are geared up for children at their nursery and my son went to a different nursery and we never really learnt about what was going on at other nursery's" (F2)		
"You are loved and cared for" (F1)		
"the project manager is at the heart of the project" 9F1)		
"The reason she is so good is she accepts she doesn't know everything" (F6)		

Focus Group 2 (1 hour 40 minutes)

Context	Mechanism	Outcome
<p>"High numbers attend the homework club at the FDP" (Services 3)</p> <p>""The Homework club at the FDP is family orientated, some nights we can have up to 30 children there" (Project 1)</p> <p>"The ethos is based around the family, it is not just orientated to the child and their homework" (Project 1)</p> <p>"The FDP is socially orientated, if it was just school work they would do it" (project 2)</p> <p>"The FDP is outgrowing the work they are doing here, they need more space. The church is a facility to use, an open space, ready made space where people don't have to travel (Church 1)</p> <p>"The church was the vision for the project and used the urban church fund to start" (Church 2)</p> <p>"Personality is important to the success of a project" (Services 3)</p> <p>"The FDP has a sense of justice reaching out to all people (Church 3)</p> <p>"You are welcomed here, come in and offered a drink (project 1)</p>	<p>"use the project as a base to run the classes. The staff downstairs are so supportive finding placements and help with doing Criminal Records Bureau checks"(services 1)</p> <p>"This is the only place in Darnall where you can do these courses" (Services 1)</p> <p>"The home work club uses the library, the FDP like to have a library presence as well as at the holiday club (Services 2)</p> <p>"Most people start here and then go on to become young helpers and then leaders" (Project 1)</p> <p>"The bike club is not just set up for fathers, it is set up for families. We got a lot of bikes from Sheffield police and go on bike rides. We started with 4 or 5 members and now have 63 (Project 1)</p>	<p>"I have sat on the phone for 3 - 4 hours and come here, walk through the door, the project manager picks up the phone and does it like that (clicks fingers), you cant buy that" (project 1)</p> <p>"Start with one phone call, go on a course and most would not go to Sheffield college. 12 people about to start a Diploma. I didn't believe they would be at that place had they not started their course here. They are moving onto higher qualifications (Services 4)</p> <p>"Spirals was formed to reach children that were not being reached, children that might not have played. There are 28 children in Spirals" (Project 2)</p>

Focus Group 3 (Family members/project users)

Context	Mechanism	Outcome
<p>"a local venue to do courses in Darnall with free childcare"</p> <p>"people supportive and welcoming and friendly and take time to help"</p> <p>"rather come here than go to citizens advice"</p> <p>"people who do the courses go onto do other things here"</p> <p>"it is the people and the environment that make it such a good place, but it wouldn't be the same without the project manager"</p>	<p>"You come in here with a lot of stress and worries and when you leave you feel so light and free of stress as the people here are so supportive especially the project manager"</p> <p>"most people come here to get help for their issues but end up doing courses or becoming a volunteer like myself"</p> <p>"they (the staff) talk to you and ask you what you want from the FDP"</p> <p>"I would never have thought of doing a child development course (I am unemployed) and hopefully will work with children as it is something I have always wanted to do for years"</p> <p>"I came here to do parenting courses while the children were at school. I wanted to work with children but didn't know how to do it. I have now got NVQ level 1 and 2 and will now be going to college and looking for work"</p> <p>" I moved here a year ago and reached rock bottom with depression, this project has built me back up again"</p>	<p>"more people accessing courses and those who have children in school and not in school there is free childcare"</p> <p>"more and more people on courses who would not have been able to do this anywhere else"</p> <p>"numeracy and literacy helps parents with the children's homework"</p> <p>"we have come here a year now and before that we never really used to do much as a family, here we get involved in loads of activities and consider people as our friends"</p> <p>"confidence and self esteem, i did a course on how to manage a teenager, coming here was hard for me as I couldn't talk to my daughter. The project manager came to my home and talked to me and my daughter and this made such a lot of difference in my life and in my families. I don't think my daughter was ready to speak to me and without the support of the project manager, we would have been in a very different situation and going though hell"</p> <p>"the project manager made us realise how to spend time together and to meet as a family"</p> <p>"I have been here for 3 years now"</p>

		and it has completely changed my life and I wouldn't be without it. I have new confidence and I volunteer for the mother and toddlers group, the after school clubs and the holiday clubs"
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Appendix 8: Trust Questionnaire

Families - Trust Questionnaire (Friday)

Please tick the box that applies to you

It is my first time at Holiday Club Yes No

It is my first contact with the Family Development Project Yes No

I am a mother of a child at Holiday Club Yes No

I am a father of a child at Holiday Club Yes No

I am a sibling of a child at Holiday Club Yes No

I am a carer of a child at Holiday Club Yes No

I am a friend of the family of a child at Holiday Club Yes No

I live in the Darnall area Yes No

I would describe my ethnicity as

1. Trust	Always	Mostly	Sometimes	Rarely	Never
Generally speaking most people can be trusted					
Generally speaking most people in Darnall can be trusted					
Generally speaking most people in Sheffield can be trusted					
Generally speaking most people can't be trusted					
Generally speaking you cant be too careful in dealing with most people in Darnall					
Generally speaking you cant be too careful in dealing with most people in Sheffield					

	Always	Mostly	Sometimes	Rarely	Never
2. How often can you trust each of the following to act in your best interests					
Your relatives					
Your friends					
The Health Service					
The Police					
The Social Services					
My child's school					
The Family Development Project					

	Always	Mostly	Sometimes	Rarely	Never
3. How often do you feel safe in your community					
Do you feel safe walking down your street after dark?					
If someone's car breaks down outside of your house, do you invite them into your home to use the telephone?					
Does your area have a reputation for being a safe place?					
Does your local community feel like home?					
Do you think that multi-culturalism makes life in your area better?					
Do you enjoy living among people of different life styles?					

Many thanks for completing this questionnaire. Would you like to be interviewed as part of the Community Project's Evaluation? If yes then please insert your name and contact details and we will be in touch

Appendix 10: The electronic questionnaire for statutory and voluntary partners

Evaluation of the Impact of the Family Development Project

The aim of this questionnaire is to explore the impact of the Family Development Project on partner organisations. Please help us with this evaluation by answering all questions

Your Name

Your job title/role

Please tick which type of organisation you work in

statutory

voluntary

private

Other:

Please describe the service you work in

Health

Education

Social Service

Children and young people

Police

Young Offenders Service

Higher Education

Faith groups

Housing

Sheffield Council

Other:

Your views on the Family Development Project

Which of the Family Development Projects activities, services or projects have you had contact with?

In what way does this support your work?

Please give an example of how the Family Development Project has had a positive impact with a family

The Financial and Resource implications of the Family Development Project

What would be the implications for your service if the Family Development Project ceased to exist?

Please include and financial or resource implications

The Future of the Family Development Project

Do you have ideas on other services that could be provided in partnership between you and the Family Development Project?

The Family Development Project recognises people as important Please tick the extent to which you disagree or agree to the following statements

1 2 3 4 5

Strongly Disagree	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Strongly agree
-------------------	-------------------------------------	--------------------------	--------------------------	--------------------------	--------------------------	----------------

The Family Development Project builds on existing capabilities

1 2 3 4 5

Strongly Disagree	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Strongly Agree
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The Family Development Project promotes equality and give and take

1 2 3 4 5

Strongly Disagree	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Strongly Agree
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The Family Development Project develops community support networks

1 2 3 4 5

Strongly Disagree	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Strongly Agree
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The Family Development Project breaks down barriers between professionals and recipients

1 2 3 4 5

Strongly Disagree	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Strongly Agree
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The Family Development Project facilitates rather than delivers

1 2 3 4 5

Strongly Disagree	<input type="radio"/>	Strongly Agree				
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Any Other Comments on the Family Development Project

Please provide any comments on your views on the particular features of the organisations strengths and limitations

Comments on the Family Development Project

Sheffield Hallam University

Big Lotteries Evaluation : Darnall Family Development Project, Yorkshire and the Humber Region

AYLOTT, Jill

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