B(fd)-As-1

Evaluation Report 2022

Bradford everyone

BRADFORD Stronger Communities Partnership

Department for Levelling Up, Housing & Communities

People Can make a difference

City of BRADFORD Metropolitan District Council

Introduction

Project overview

B(fd)-As-1 worked across two wards and one constituency – Little Horton, Eccleshill and Keighley. Its delivery model was based on an existing format developed by the Thornbury Centre's Street Life Partnership (SLP). The SLP team brought over 8 years of experience of delivering community development programmes in BD3 and BD5. The SLP model developed for the Bradford for Everyone Test and Learn programme brought together Asset Based Community Development (ABCD) with Appreciative Inquiry (AI) methods and the Community Readiness Model (CRM). This 'hybrid' had already been successful in bringing change to communities, e.g. increasing involvement of local people in their area, and improving local backstreets so their children could have safe places to play. B(fd)-As-1 took the SLP method and, as part of this test and learn initiative, implemented parts of it to see if this model could improve integration.

B(fd)-As-1 looked at integration in its widest context - ethnic divides, and trust issues between statutory services and the community and across different areas.

The three organisations who supported B(fd)-As-1 Oct 2020 – May 2021

- **SHINE** – Little Horton Ward **https://www.shinewestbowling.org.uk/**
- **Thorpe Edge Community Projects** – Eccleshill Ward **https://www.rockwellcentre.co.uk/**
- **Keighley Health Living Centre (KHLC)** – Keighley Central Ward **https://www.khl.org.uk/**

The delivery agencies worked closely with the Bradford for Everyone programme Project Manager and also became part of the national evaluation process (IFF). The former was able to support the project to adapt to changing circumstances and the evaluation criteria were specific to the project. The latter was more challenging to work with as the evaluation was instigated post project design and based on a national rather than a bespoke model. The approach, where the community lead the design, development and delivery made planning more complex. But IFF worked with the project leads throughout, amending their plans as the project developed. B(fd)-As-1 fitted within the Getting Involved priority of Bradford for Everyone's delivery framework.

B(fd)-As-1 had three phases:

1. Engagement with communities through First Contact Forms. This phase took place before the pandemic and benefited from the long-term relationships built with members of the community over a long period of time. The wording of the forms was problematic, especially for people with English as a second language – the forms had been developed nationally as part of the test and learn approach, so there was limited scope to amend them. Nonetheless, the forms provided a valuable baseline for measuring people's understanding and attitudes.
2. Recruitment, and training of community activists encompassing ABCD/AI and CRM, and how to plan and deliver social action activities.
3. Group planning and delivering social action e.g. developing safe space(s) to meet and talk to create a way of maintaining any gains longer-term. The project adapted to the changed circumstances. The plans to bring together large numbers of people were replaced with a focus on training a smaller number of core participants (CPs). The logic was that these CPs would be able to share their knowledge over time, when restrictions had eased. Much of the training was held online. The CPs completed 4 Training Modules:

   i. What is ABCD and a focus on identifying the community assets in each of the three selected geographical areas

   ii. What is Appreciative Inquiry and applying it to help focus and build on positives and what was working in each area

   iii. Is our Community Ready for Change – how would we know? How can we help where they are not?

   iv. Delivering effective social action – using what they have learnt to plan, develop and deliver social action to improve integration/social mixing in their area.

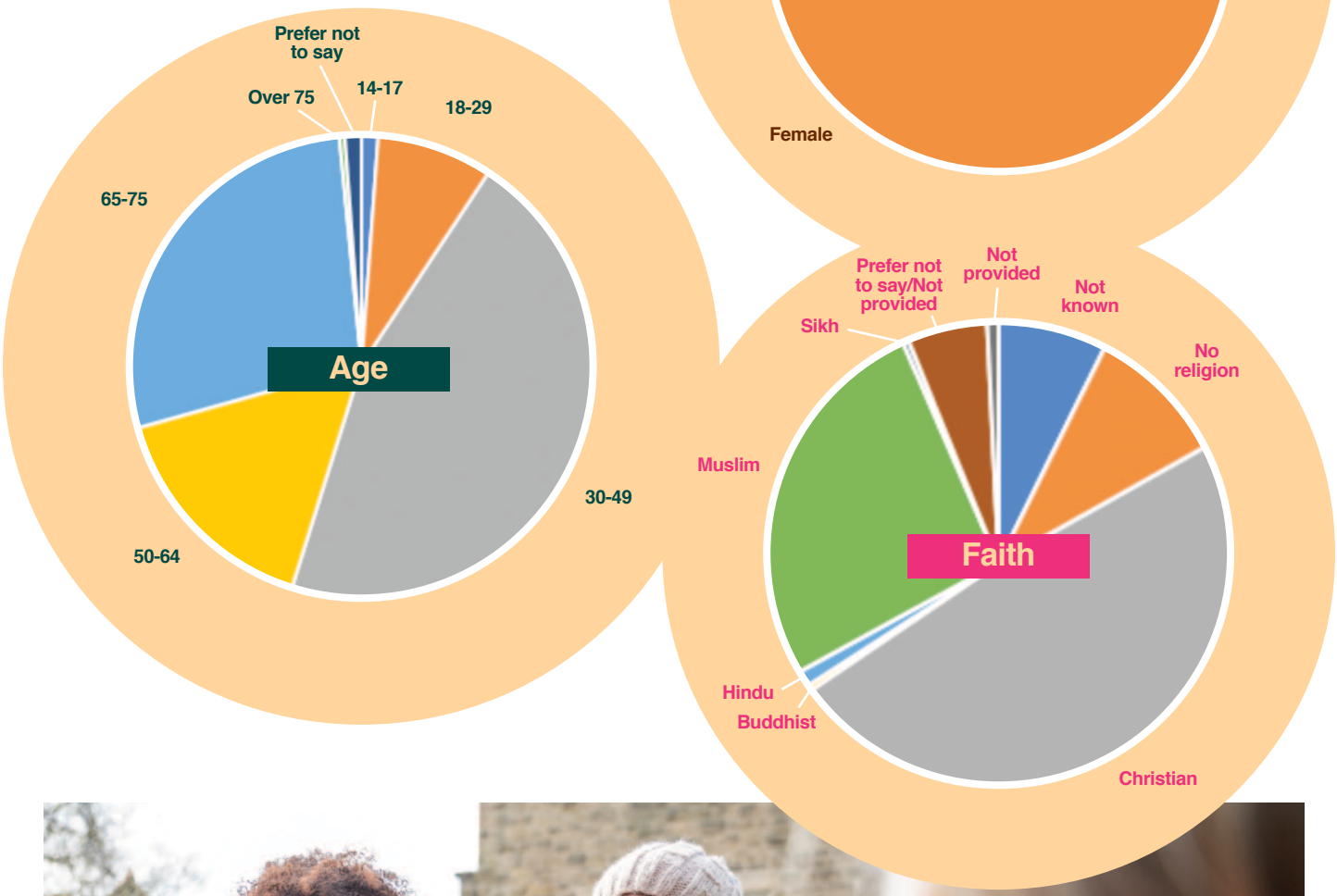
Structure and approach

This report begins with a process evaluation of the B(fd)-as-1 programme, in order to understand whether the programme's activities have been implemented and have resulted in the intended outputs. This is followed by an outcomes evaluation, which looks at the programme's outcomes and assesses the extent to which these were achieved.

SECTION 2

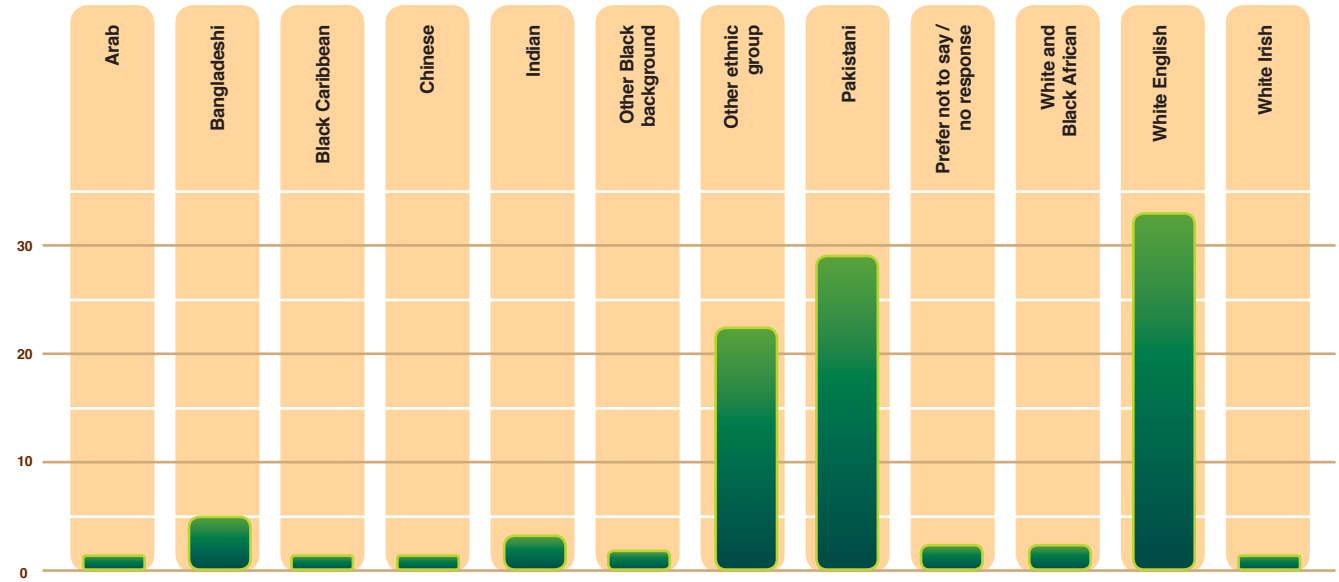
Process Evaluation

Who did the project engage?

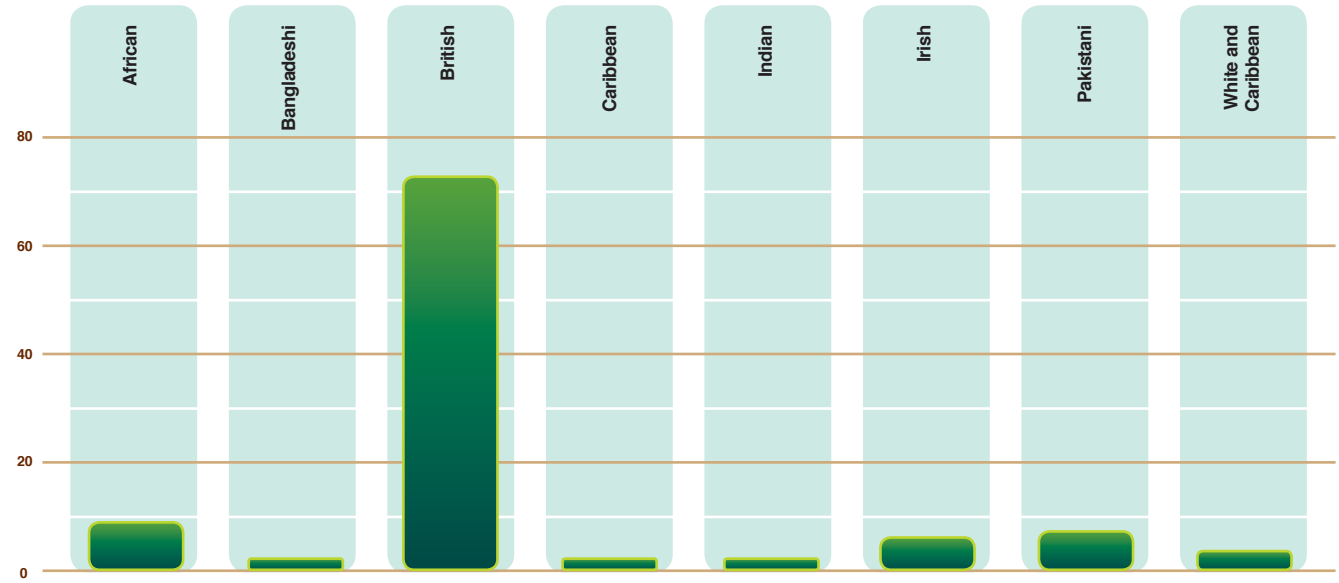


Ethnicity - broken down by ward

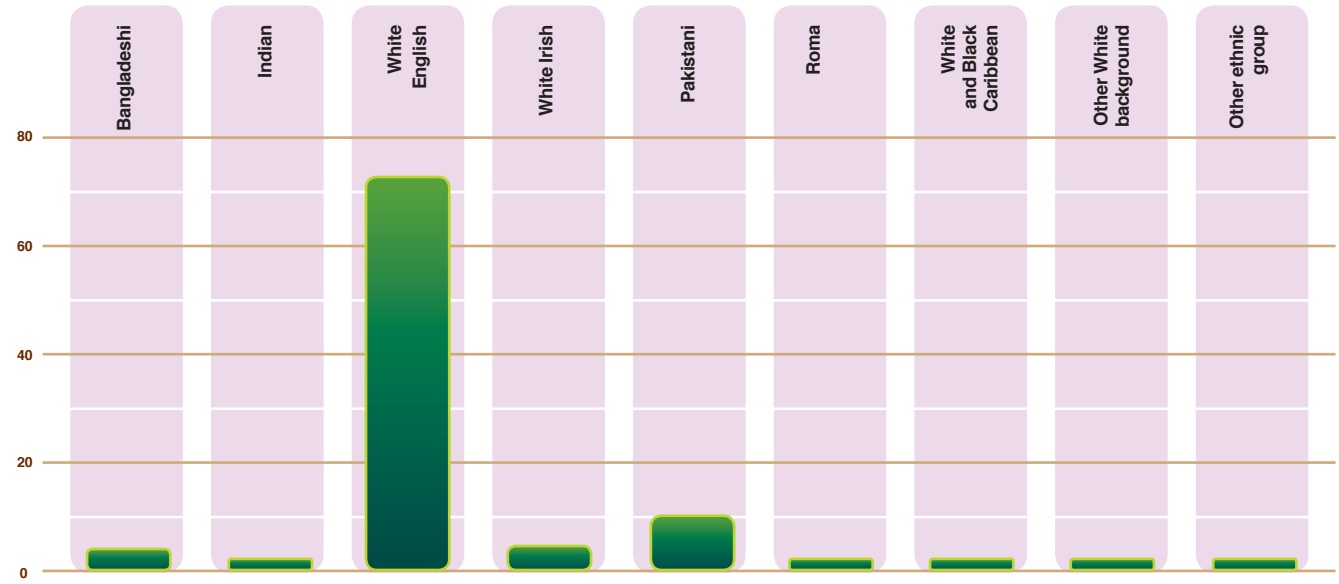
Little Horton



Eccleshill



Keighley



Country of origin

Country of origin	Number of participants
UK	162
Pakistan	31
Bangladesh	8
Republic of Ireland	7
Moldova	6
Latvia	5
Nigeria	5
India	5
Romania	3
Iran	2
Afghanistan	2
Jamaica	2
Czech Republic	1

Country of origin	Number of participants
Thailand	1
Albania	1
Iraq	1
Syria	1
Colombia	1
Malawi	1
Botswana	1
Dominic Republic	1
Eritrea	1
Rwanda	1
Other	2
Not provided	5

What happened in each area?

The objectives of the project were to:

- Run 6 training sessions with identified groups to develop a working understanding of 3 core methodologies: Appreciative Inquiry, Asset Based Community Development, Community Readiness for Change
- Enable participants to lead and direct change in their area using the 3 core methodologies
- Design and run events/activities in the 3 target areas that give residents an opportunity to socially and increase integration.

Training:

The training was delivered in the three areas in partnership with the local organisations. COVID-19 impacted the delivery of the core training in all three areas. Two of the areas considered online delivery to be the best option, but, in the end, only Keighley continued with this option. Limited knowledge of systems such as Zoom and poor digital accessibility meant that TECP and SHINE met face-to-face in Covid-secure environments.

SHINE
Little Horton ward

1. 4 core participants recruited representing 3 communities, all of whom had lived in the UK less than 10 years (2 from Pakistan, 1 from Afghanistan, 1 from Eritrea
2. The training improved levels of self-confidence but also core participants' confidence in speaking English
3. The training widened the participants' social circle
4. The training was personalised so that ABCD was linked to their own skills/ talents; AI was linked to what had worked well for them; visiting speakers helped them look at wider issues relating to readiness for change

THORPE EDGE COMMUNITY PROJECT
Eccleshill ward

1. 6 core participants from Indigenous White background who had lived in the area for more than 5 years
2. 4 of the 6 had never volunteered previously and had some concerns about their ability to offer anything constructive
3. The training again improved levels of personal confidence and willingness to share ideas
4. People were willing to share their experiences about the different areas discussed

KHLC
Keighley

1. The Project Coordinator and Partner Organisation Worker recognised in session 1 of the online training that a discursive format would be difficult as there were very strong characters in the meeting who dominated. It was agreed that a more formal approach would be used with PPT presentations and structured discussion
2. Most of the engagement/ recruitment was completed online/on telephones
3. KHLC and our worker were both new to the organisations and were supported by their managers
4. All the training was delivered over Zoom, which wasn't appropriate for the participants who found the level of the content to be too high or too low
5. We suffered most with retention issues in Keighley
6. The group wanted to work on the social action and didn't recognise any need for the training

Social action:

Each area developed very different social action initiatives.

SHINE Little Horton ward	THORPE EDGE COMMUNITY PROJECT Eccleshill ward	Keighley
The Hands of West Bowling Women – focused on the skills and talents of local women and the amazing assets they have within and across the diverse communities.	Community Conversation – focused on bridging the divide between local people and local services, beginning the conversation about how they could bring the community together to tackle local issues	Taste of Culinary Corner – used art, crafts and food to bring people together online and in small groups to learn new skills, make works of art and contribute to a cookbook, which led to a display of the work in Cliffe Castle Coffee Shop.

What were the projects outputs?

The project's original intended outputs had to be modified in the wake of the coronavirus pandemic.

The project met most of its targets and, in some cases, exceeded them.

Original Outputs	October 2020 Outputs	Outputs Achieved June 2021
120 community outreach sessions conducted	120 community outreach sessions conducted	177 community outreach sessions
120 workshops on specific themes	48 workshops on specific themes Co-designed social action initiative(s) including bespoke team building & interpersonal skills building	44 workshops on specific themes completed by Thornbury Centre; additional sessions completed by Thorpe Edge Community Project /SHINE/Keighley with their Core Participants
36 over 12 months social action initiatives including bespoke team building and interpersonal skills building	Co-designed social action initiative(s) including bespoke team building and interpersonal skills building	Co-designed social action initiative(s) including bespoke team building and interpersonal skills building
3 safe shared spaces created in the target areas (subject to feasibility)	3 safe shared spaces created in the target areas (subject to feasibility)	2 safe shared spaces created in the target areas (Thorpe Edge Community /SHINE)
10 – 20 participants in core group per target area	6 participants in core group per target area	6 participants started in core group per target area. By the end of the project, there were 6 CPs in Thorpe Edge Community Project, 4 in SHINE and 6 in Keighley
80-100 participants at social action events	Max 30 participants at social action events	29-30 participants at social action events at Thorpe Edge Community Project/SHINE/ Keighley
AD HOC reporting of monitoring of referrals to additional support	AD HOC reporting of monitoring of referrals to additional support	AD HOC reporting of monitoring of referrals to additional support

SECTION 3

Outcomes evaluation

What were the projects intended outcomes?

Outcome	Skillset of participants
Short-term outcome: **SELF** I feel safe discussing what makes us the same and different	• Increased knowledge and understanding of community assets • Increased awareness of issues, e.g. interaction/social mixing • Increased knowledge and understanding of the groups' commonalities and differences through listening, hearing and responding to others • Increased awareness of local resources • Increased use of new or emerging local resources • Increased level of involvement in community activities post-involvement (if possible)
Medium-term outcome: **OTHERS** I talk to my 'neighbours' and my 'neighbours' talk to me, and I am beginning to invest my skills, talents and abilities in my areas	• Using their skills, expertise and knowledge to help co-design social action • Involved in social action initiatives with diverse community members • Reporting increased understanding of the importance of social mixing • Reporting making simple perception, attitudinal and/or behavioural changes (e.g. people listening, hearing and responding to others appropriately)
Long-term outcome: **SOCIAL ENVIRONMENT** I trust and understand my 'neighbours' and feel comfortable working with them to bring positive change in my area	• Creating safe shared space(s) for social mixing to occur in their local community where people can agree/disagree/reach compromise • Sustainable bonds with others from different backgrounds

Discussion: did the project achieve its outcomes?

To achieve the outcomes and objectives, the project worked with local people:

- to build trust within and between communities central to building stronger and more resilient communities;
- to plan/create opportunities for people to be active in their communities and contribute to civil life;
- to create safe shared spaces where difficult conversations and interactions could take place;
- and to build personal and community resilience through development training and creation of 'space' for residents to challenge the status quo.

Due to the pandemic, all the delivery was truncated into two short periods. However, even with these limitations, there was qualitative evidence of the beginnings of positive change:

The core participants realised they were amazing people with skills and talents, able to benefit their communities. For instance, the SHINE ladies in Little Horton ward (all of whom had lived in the UK less than 10yrs: 2 from Pakistan/ 1 Afghanistan/ 1 Eritrea) strengthened awareness of their own self-worth to help others see everyone has something to give. The co-ordinator said:

> "We invited guest speakers ranging from; West Yorkshire Police to a wellbeing advisor, which improved opportunities for the volunteers to take part and helped develop their confidence and be aware of what is available in their community and how they can improve it."

Working with local organisations meant the social action was maintained after the end of the project funding – Thorpe Edge Community Project now has a 20-member Neighbourhood Group meeting with local services to improve their housing estate.

People coming to or joining the social action online events/ activities recognised they were part of something bringing people together to learn and share. One of the participants said:

> "The community welcomes integration, it is essential for communities to integrate. It is the future."

All the participants, both staff and volunteers, learnt that integration is a huge area and people can have very polarised views. Bringing people together in safe, shared spaces and enabling them to develop a shared purpose to create something together helped to bridge divides. Some suggested that if funding was available in the future, it would be good to bring people from very different areas together to build a wider sense of Bradford's diversity.

This type of work needs to be delivered over a more sustained period. The truncated format did not allow for levels of interaction with wider community members to lead to meaningful change for them. A re-evaluation after 2-5 years would give an indication of whether the

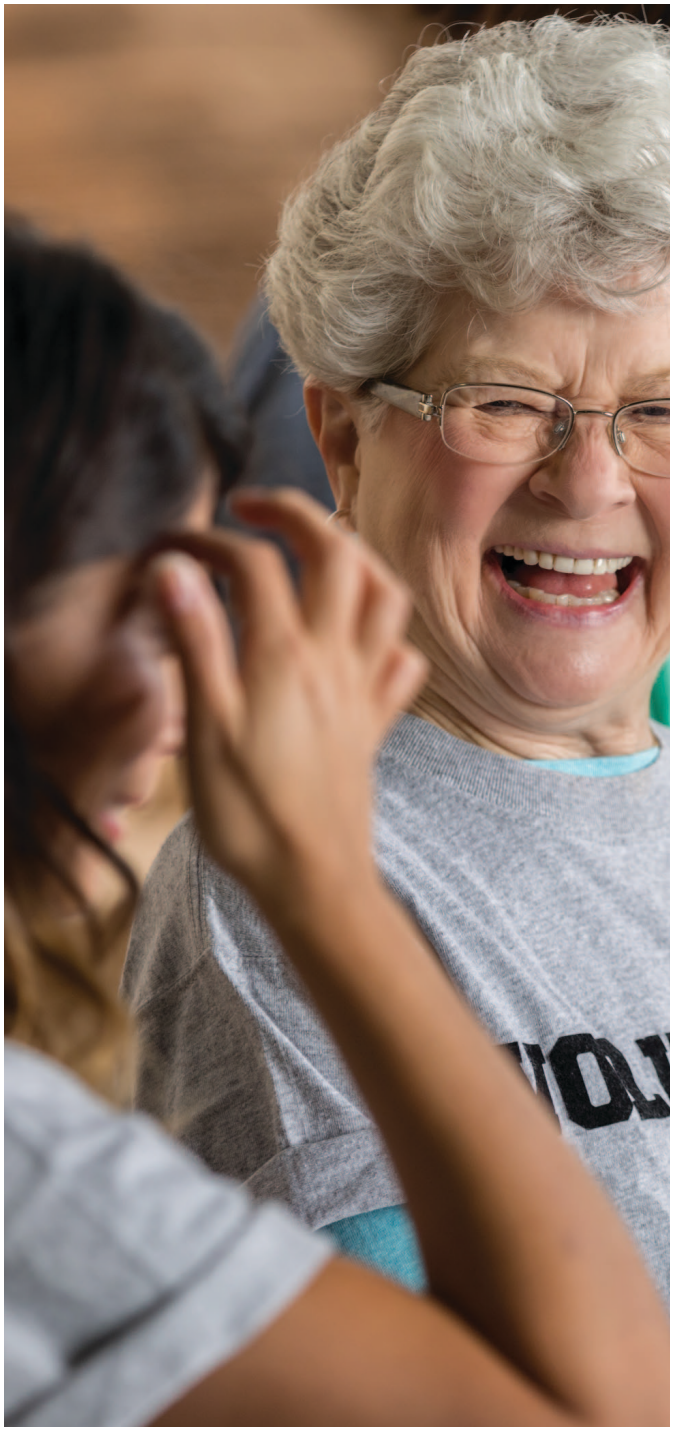
training that core participants received had lasting benefits for the communities.

There is a need to develop the skills base within the communities, linking community members to employment and skills support. Community members – especially women –could develop their ideas into successful businesses. For instance, Malalai designs balloon decorations could be helped to develop her ideas into a small business.

The project design changed due to the pandemic. While the numbers involved and actions taken were impacted detrimentally, the decision to work through existing community organisations was highly successful. Organisations with particular skills working with local based organisations who have the trust of local residents was a powerful combination. It embedded the work in locally based organisations, improving the potential for legacy benefits. However, in places where the volunteers did not sufficiently understand what the project was aiming to do there were issues of retention and partnership working requires additional time to build relationships.

The £500 budget for social action initiatives was very tangible and helped participants feel they had achieved something concrete – this was the most important element of the project for many volunteers.

There was little interest from participants in completing the surveys at the end of events to give end line readings. So, although the baseline information is very complete, the distance travelled is harder to measure from the information available. This was not for want of trying. Reluctance to complete the surveys at the end of activities included participants feeling like they had already completed the survey and there was no point filling it in again. The delivery partners recognised that they could have gathered data in other ways at the events alongside the national formatted questions. However, this would have meant creating the capacity to operate a separate evaluation format alongside the



national one–such as one-to-one interviews/feedback, graffiti walls, videos at the event or suggestion boxes etc. If this could have happened, it may have been possible to have gathered additional data especially from social action/online events.

A mechanism is needed to consult with people who do not come to events/opportunities for mixing to understand their views. The participants were self-selecting, so their views may not reflect those of their communities more widely.

There was broad agreement across the areas of the issues needing to be addressed:

1. Negative attitudes – racism and fear of people 'not like us'.

2. Personal perceptions – stereotypes, blame for local issues on new community members e.g. flytipping linked to EU migrant communities.

3. Tangible barriers – language/ places where integration can occur/ funding to enable the issues to be addressed. Perceptions of integration/cohesion ranged from people get on well to we shouldn't bend over backwards and lose 'our' culture to integrate with others.

5. Understanding the issues – there was a desire across the areas to learn more. The need for safe, shared spaces where conversations could occur that questioned people's perceptions and enabled people to learn more about their neighbours was evident in all areas.

Key learnings

1. Working closely with local organisations meant that social action and changes were more likely to be sustained after the end of the project funding. These organisations often had the trust of local residents, which presented opportunities for legacy benefits and meaningful engagement.

2. Creating safe shared spaces to develop shared purposes allowed people to bridge across divides and address potentially contentious issues in a supported environment.

3. It is important that work of this kind is delivered over a sustained period if meaningful change is to be embedded. It is difficult to identify longer-term changes immediately after project cessation. Re-evaluating the work after a grace period will give a better understanding of impact.

To contact a member of team regarding this report, please email **stronger.communities@bradford.gov.uk**

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