

## **APPENDIX A: Integrated Communities Programme Evaluation Plan**

### **Integrated Communities Programme (*Bradford For Everyone*) Evaluation Plan**

#### **Context**

Integration and cohesion are two different terms, mostly used together or interchangeably in a policy and political context to describe how people from different backgrounds mix, interact and get along with each other. While integration is a wider multidimensional process during which newcomers or minorities are incorporated into the social structure of the host society, cohesion is considered an important aspect of the Integration process that refers to the extent of connectedness and solidarity among different groups in the society. Successful integration and cohesion require everyone taking responsibility for their own contribution including new migrants, host communities and government at all levels.

Based on in-depth research and practical evidence, Home Office launched an updated version of Indicators of Integration framework in May 2019. This framework explains a set of main domains as important areas of public activity where support for integration can be planned and its outcomes, to some degree, assessed. Some domains can be categorised as Markers and Means to integration such as Work, Housing, Education, Health and Social Care and Leisure. Growing body of research shows, success in these domains are likely to assist the wider integration process. Another set of domains such as Bonds, Bridges and Links are together categorised as Social Connections which emphasise the importance of relationships between people as key to achieving integration. Language, Culture, Safety and Stability are domains that represent key facilitating factors for the process of integration. Research and practical evidence suggest these domains as necessary for people to effectively integrate into the wider society. Right and Responsibilities is another pair of domains that represent the basis upon which mutual expectations and obligations which support the process of integration are established. Research highlights that the entitlement of responsibilities and rights by both the migrant and host communities, including the members of minority groups, provides an important bedrock to the integration of any individual in a society. Each domain has suggested outcomes measures. Both the type of domain and the relevant outcome measures for integration should be specific to the local context as Integration is context specific and needs to be understood and planned in relation to specific communities and areas.

From Bradford district context, our vision presented in the Stronger Communities Together Strategy reflects what integration will look like for our district. Our four pillars set the main strategic outcomes for integration translating those into 8 domains (mentioned as Impact Areas hereafter): Employment, Workforce Diversity, ESOL, Social Networks and Relationships, Neighbourhood and Community, Civic Participation, Volunteering, and Trust and Safety. In order to streamline and facilitate the measurement of outcomes, we created a common set of integration measures within each Impact area that reflect our Integration work across all four priority areas and a systematic and consistent framework to measure the outcomes at project level. Please see below a table showing link between impact areas, priority areas and projects. This table also highlights why do our chosen outcomes matter in integration.

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**Mapping of our Strategic Outcomes with Eight Impact Areas Framework**

Pillars	GETTING ON	GETTING ALONG	GETTING INVOLVED	FEELING SAFE
<b>Strategic Outcomes</b>	More people will have improved their quality of life, feel happier about the future, be able to fully participate and be better equipped to engage in the economy	More people will have an increased understanding and respect for other people’s views and cultures, and will also understand the rights and responsibilities of living in the District and the UK.	More people from all backgrounds will connect with others, participate in civic life and get involved in their own communities.	More people will say they feel satisfied with the neighbourhood and feel safer across our District.
<b>Why do these outcomes matter in integration?</b>	<p>Work and skills promote social and economic integration. Lack of access to education, skills or employment act as barriers to integration for individuals in all communities.</p> <p>Workplace diversity is linked to higher levels of social interaction between people of different backgrounds, thus creating greater positivity about difference, reduction in prejudice and increased friendship. Diversity in work places also leads to increased creativity, productivity and innovation.</p> <p>Having limited or no English in everyday life can create practical barriers for people to mix with others, to access services independently, to</p>	<p>Diverse social networks are important for people to achieve their full economic and educational potential, and to build bonds and trust between different communities and build a strong feeling of community. Social mixing is an enabler to social and economic opportunities as well as makes people aware of other cultures and people who are different from them.</p> <p>For both new and established communities, having a shared, common set of values can help to bring people from different backgrounds together. This increases their sense of community.</p>	When people take part in civic life in order to influence or make decisions, they feel part of the society.	Feeling safe and connected to where one lives is an important integration outcome. An integrated community is where people from different backgrounds, cultures and races respect each other and their views, trust each other and pull together to make their place a better and secure place to live.

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	achieve their fullest potential in and employment.			
<b>Priorities</b>	Addressing unemployment in those furthest away in the labour market  Challenging leadership & culture on recruitment  Meeting unmet needs for those wanting to learn English.	Promoting greater interaction, dialogue and understanding between people from different backgrounds given the diversity of the population and the extent of residential and educational segregation;  Ensuring that people understand fully their rights and freedoms and their responsibilities.	Generating and connecting people to opportunities to participate in community and civic life and strengthening leadership.	Tackling hate crime and the fear of hate crime so that everyone feels safe.
<b>Impact Areas (a framework to measure outcomes of projects)</b>	<ol style="list-style-type: none"> <li>1. Employment</li> <li>2. Workforce Diversity</li> <li>3. ESOL</li> </ol>	<ol style="list-style-type: none"> <li>4. Social Networks and Relationships</li> <li>5. Neighbourhood and Community</li> </ol>	<ol style="list-style-type: none"> <li>6. Civic Participation</li> <li>7. Volunteering</li> </ol>	<ol style="list-style-type: none"> <li>8. Trust and Safety</li> </ol>
<b>Projects</b>	<ol style="list-style-type: none"> <li>1. Sector based Academy</li> <li>2. Graduate to Work</li> <li>3. Grandmentors</li> <li>4. Inclusive Employer</li> <li>5. ESOL Advice Hub</li> <li>6. English for Everyone</li> </ol>	<ol style="list-style-type: none"> <li>1. The Linking Network</li> <li>2. Bradford Lead</li> <li>3. The Bradford LEAP</li> <li>4. People Library</li> <li>5. Act Early: Holme Wood programme</li> <li>6. Befriending Service</li> </ol>	<ol style="list-style-type: none"> <li>1. BfD –as-1 (Street Life)</li> <li>2. Citizen Coin</li> <li>3. Ambassadors and network</li> </ol>	<ol style="list-style-type: none"> <li>1. Creating Inclusive, Diverse and Equal Workforce</li> <li>2. Roma Strategy</li> <li>3. Community Conversations</li> <li>4. Hate Crime Strategy</li> <li>5. Anti-Rumour ad Critical Thinking Campaign</li> </ol>
<b>Shared Values for Bradford</b>				

**Evaluation Methodology**

Bradford for Everyone (BfE) is a ‘Test and Learn’ programme, which required setting out an evaluation plan that could support maximum learning across the programme. Considering the complexity and nature of the programme in terms of delivering a large number of projects over a short time, achieving a multitude of outcomes and lack of any existing methodology for measuring Integration and Cohesion in Bradford, we designed

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an evaluation plan that was pragmatic and proportionate to the needs and resources but equally would enable us build evidence base and a deeper understanding of how to improve and sustain integration in Bradford.

Our Evaluation Plan aimed to achieve the following objectives:

- Identify programme components that were effective and challenging in terms of delivering a successful integration programme.
- Achieve a snapshot of the implementation of the programme from the perspectives of the programme team and delivery partners.
- Assess participant outcomes for selected core and innovation fund projects implemented by our delivery partners and internally.
- Create a lasting legacy of measuring impact of our cohesion and integration work and of the types of interventions that are effective in enhancing integration in the district.

This document outlines our methodology and plans of evaluating each project, highlights each project's current delivery state and briefly explains the to-date evaluation findings where they are available.

We designed a pragmatic plan to tailor evaluations to the type of each project delivered within the programme. Wherever possible we are using both Process and Outcomes assessment elements, helping us to improve our understanding of what works, by how much, and why. In turn, this will inform better, in-depth learning of this programme.

The **Process Evaluations** focus on understanding how each project is being delivered and assessing the main delivery components against the recruitment, reach, implementation, completion and data quality. The focus of **Outcomes Evaluation** is to identify and measure the outcomes that could be achievable and measurable promptly after the project delivery, i.e. short-term outcomes. These were established by working with each project provider to identify short term achievable outcomes. However, through designing a theory of change and logic model for each project, it has been made sure that the pathways to achieving long term impact are clear.

Both qualitative and quantitative methods are being used to collect evaluation data as part of each project's monitoring returns, participants socio-demographic data, data collected through observations, focus groups and interviews with the participants, volunteers and the project delivery team.

We are working in partnership with external project delivery partners to collect evaluation data, which create dependency issues in terms of accessing quality data on time. We have experienced the data quality issues such as poor data availability (e.g. some small VCS organisations do not have the culture, resources and experience of collecting relevant monitoring and evaluation data on a routine basis), heterogeneity (differences in achieving changes (outcomes) as both perception and system change), lack of existing integration measures, and complex data

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sharing situation (e.g. DWP directly funded by and accountable to MHCLG as part of Bradford Integration Area). All of these issues are potentially relevant to how our evaluation plans will be considered and dealt with by working in collaboration with our partners and project delivery partners.

While our evaluations will provide us a detailed view of what worked and what did not work in terms of delivering a project and achieving the agreed short-term participant outcomes, it is important to highlight that we will not be able to measure the impact of a specific project in improving integration in the lifetime of this programme. This is also accompanied with the fact that there will not be a control group to compare the changes with so that a distinction can be made if any change actually occurred due the delivery of our integration projects.

MHCLG has also commissioned IFF, a national evaluation and research organisation, to conduct an independent evaluation of our three core projects to test outcomes of three strands: Community Conversations, Community Ambassadors and The School Linking. IFF is implementing a survey approach to collect evidence for baseline and follow up to measure changes in people's perceptions and behaviours. Wherever possible, we will conduct qualitative evaluations to complement the national evaluation to provide a comprehensive and contextual view showing how implementation of the project led to a change in participants' behaviour.

It is worth noting that there are many activities that are not evaluated for example our work and involvement with the Intercultural Cities Programme, any positive outcomes that may trigger or stimulate a different approach; support to VCSE organisations, enabling collaboration and building capacity; marking key days, weeks or months of significance such as Black Lives Matter, South Asian Heritage Month and Inclusion Week and working across departments and other programmes such as J:UMP, Living Well, Breaking Boundaries, Bradford Producing Hub and Better Start Bradford to ensure integration and cohesion are reflected in their delivery and measures.

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### **Bradford For Everyone (BfE) programme (Integrated Communities Programme)**

#### **Projects Evaluation Status (Summary Table)**

**Total Projects: 50**

**Core projects: 19** (delivery ranging 12 - 18 months)

**Innovation Fund (INF) Projects: 29** (funded in three rounds, delivery ranging 3-6 months)

**Campaigns: 2**

The programme is expected to engage (via attendance or participation of projects) approximately 38,000 people, so far the programme has engaged 25,535, in approximately 24 wards.

#### **How our funding is split;**

- £2,236,031 is allocated to core projects. Our funding is split across our priority areas as follows; **Getting On-** 48.3%, **Getting Along-** 21.2%, **Getting Involved-** 16.7% and **Feeling Safe** -13.7%
- £154,000 is allocated to our communications and campaigns.
- £225,000 is allocated to our small grants programme, the Innovation Fund. From this £10,000 has been allocated to each Area Committee to oversee.
- 65% of our funding is spent in the VCSE sector.

#### **Baseline measures;**

Our baseline measures for some Impact Areas come from the 2011 census data, ONS data, PCC's 'Your views' survey and IFF's baseline survey, conducted for all integration areas to capture baseline for their national evaluation in 2018. However, some of our outcome measures are new which are important to measuring Integration and Cohesion on a regular basis in Bradford. We are working with different services across the council to influence data collection methods (surveys) to add the integration and cohesion measures. For example, Children's Services survey, additional measures in the PCC survey and Armed Forces Covenant survey. However, it is highly recommended to have a specific Council survey to capture all integration and cohesion measures to show changes in these areas across the district on on-going basis.

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It is important to note here that due to the short delivery time of this programme we have created the outcome measures and indicators within each Impact Area that will help us measure the changes occurred straight after the delivery of each project in terms of people's perceptions, understanding, awareness and confidence. For example, in the Employment Impact Area while the strategic aim is to increase the employment rate in the district, our local measure/indicator is to show the increase in confidence in applying for jobs and employability skills to go into employment. The reason is two of our projects within this impact Area are designed to engaged 45+ BAME women who have been economically inactive for a long time and our young people in NEET (Not in Education, Employment or Training).

Number of Projects	Evaluation Type	Who is doing the Evaluations?	Current Evaluation Status
5 Projects	Process and Outcomes evaluation (Baseline and Follow up)	Bradford for Everyone	On-going
3 Projects	Baseline and Follow up	IFF	On-going
6 Projects	Process and Outcomes Evaluation (Feedback Form)	Bradford for Everyone	On-going
2 Projects	In-House Evaluations	Delivery Partners	Completed
3 Projects	Evidence Collection	In Partnership	On-going
INF Round 1 Projects (13)	A Joint Process and Outcomes Evaluation (Feedback Form)	Bradford for Everyone	Completed
INF Round 2 Projects (6)	A Joint Process and Outcomes Evaluation (Feedback Form)	Bradford for Everyone	On-going
INF Round 3 Projects (10)	A joint Process and Outcomes Evaluation (Feedback Form)	Bradford for Everyone	On-going

Project Number	Project Name	Who is doing evaluations?	Current Status of Delivery	Current Status of Evaluations
1	Sector Based Academy	DWP	Project Completed	N/A
2	Graduate to Work	DWP	Project Completed	N/A
3	Inclusive Employer	Evidence Collection by programme	4 of 5 Quarters	Ongoing
4	Grandmentors	Programme	1 of 5 Quarters	Commissioned in October 2020

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5	ESOL Advice Hub	Evidence Collection by programme	5 of 12 Quarters	N/A
6	English for Everyone	Process and Outcomes Evaluation by programme	1 of 5 Quarters	Baseline questionnaire has been designed
7	The Linking Network	IFF	6 of 8 quarters	Baseline has been completed
8	Bradford Lead	Process and Outcomes Evaluations by programme	0 of 5 Quarters	Not yet commissioned.
9	People Library	Evidence Collection by programme	4/5 Quarters	Ongoing
10	Bfd As 1 (Street life)	IFF	4 of 5 Quarters (Recommended after a pause of 6 months due to Covid)	Baseline has been completed
11	Citizen Coin	Process and Outcomes Evaluations by programme	4 of 5 Quarters	Baseline questionnaire has been designed and tested
12	BfE Ambassadors and network	IFF		Baseline has been completed
13	Creating and Inclusive, Equal and Diverse workforce Phase 1- survey Phase 2- delivery	Evidence Collection by programme	Phase 1 completed	Phase 2- to be commissioned
14	Roma Strategy	Evidence Collection by programme	3 of 4 Quarters	Ongoing
15	Community Conversations	Process and Outcomes Evaluations by programme	2 of 5 Quarters (Recommended after a pause of 6 months due to Covid)	Ongoing
16	Hate Crime Strategy	Evidence Collection programme	1 of 4 Quarters	Hate Crime Alliance

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17	Befriending Service	Partnership	1 of 4 Quarters	Ongoing
18	Bradford LEAP programme	Partnership	2 of 4 quarters	LEAP and Bradford Producing Hub jointly have appointed an evaluator.
19	Act-Early Holme Wood	Partnership	1 of 4 quarters	Act Early will be evaluating this programme.
20	Shared Values	Magpie	2 of 4 quarters	COM-B (behaviour change) methodology
21	Anti-rumour campaigns	Magpie	2 of 4 quarters	COM-B (behaviour change) methodology
22	Game on!	A Joint Evaluation Plan by programme	Completed in March 2020	A Joint Evaluation report has been presented.
23	Shine Words			
24	The Art of Conversation			
25	Global Bradford			
26	Stepping Stones			
27	Faith in our Communities			
28	Community, Create, celebrate!			
29	Great Horton Ambassadors			
30	BD5 Dads and Kids			
31	The Sharakat Project			
32	Piloting community Cohesion Team			
33	Bradford Fringe Festival			
34	Open Technology Maker Space			
35	Bolton Woods Virtual Give it a Go Learning Programme	A Joint Evaluation Plan by BfE	In delivery process (commenced in Sep 2020)	Ongoing (will complete in March 2021)
36	Breaking the Glass Ceiling			
37	Mary Magdalene CiC			
38	Great Horton Common Ground project			
39	Living Well in Bradford			
40	Youth in Common			
41	Move on Up and Participate	A Joint Evaluation Plan by BfE		

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42	Let's Talk about it		In delivery process (commenced in November 2020)	Ongoing (will complete in March 2021)
43	Friends of Bradford Moor Park			
44	African Study for Change			
45	Young Peacemakers			
46	Refugee Training and Preparation programme			
47	School of Metal Bashers			
48	Invest in our Youth			
49	Get together Bradford			
50	Free 2B Me community garden			

### Evaluation Finding Summary

#### Employment

*Addressing unemployment in those furthest away in the labour market*

#### 1. Sector based Academy

Start Date	End Date	Agreed Outputs	Agreed outcomes	Final Report
01/04/2019	31/03/2020	Number of participants recruited: 195 Number of Participants Completed: 189	<ul style="list-style-type: none"> <li>• Increase in BAME women finding employment.</li> <li>• Increase in confidence of BAME women looking for employment.</li> <li>• Increase in collaboration and partnership between local communities, DWP and Bradford College</li> </ul>	March 2019

### Evaluation, Outcomes and Learning

Thornbury Centre, Ravenscliffe Centre and KAWACC were commissioned by DWP to run a course to help women, especially BAME into employment. The course ran in partnership with Bradford College and Job Centre Plus to provide ESOL, accredited learning and job seeking support. 195 participants took part where 189 completed the course. The retention rate was high, showing participants commitment to taking part in the course. However, participants were far from job ready and this was the start of a journey with confidence building a key outcome.

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Partners involved reported that working in the community helped develop their trust with participants and found project delivery locations within communities a key attribute of a successful delivery. All delivery partners reported on achieving maximum outputs and outcomes. There are several success stories captured where women have mentioned gaining more confidence in going out and looking for jobs. In total 24% of the participants who completed the course reported having progressed into employment or await outcomes to job application.

Our rapid evaluation shows;

- Confidence is a key outcome to measure,
- Location is vital to learning and accessing courses and learning,
- There are other outcomes for participants such as building capacity and networks that is often overlooked and not captured,
- As many of the participants had the longest distance to travel journey more time is required to reach outcomes such as participants accessing the job market and successfully being receiving and retaining a job,
- Partnership is key, many organisations will depend on reputation that has built on for many years and how they are viewed by other partners and either aids or deters the organisation to deliver well.

### **2. The Graduate 2 Work**

<b>Start Date</b>	<b>End Date</b>	<b>Agreed Outputs</b>	<b>Agreed outcomes</b>	<b>Final Report</b>
01/04/2019	31/03/2020	<ul style="list-style-type: none"> <li>• 80 Participant Recruited</li> <li>• 80 Participants Completed</li> <li>• 16 Job Outcome</li> </ul>	<ul style="list-style-type: none"> <li>• Increase in BAME graduates finding employment</li> <li>• Increase in confidence of BAME graduates looking for employment.</li> <li>• Increase in understanding of barriers faced by BAME graduates.</li> </ul>	March 2020

### **Evaluation, Outcomes and Learning**

This project was a 13-week programme supporting unemployed and economically inactive mostly BAME graduates living in Bradford District to find work and sustain employment. The project was developed and run in collaboration with Aspire-igen, University of Bradford Careers and Employability Service, Job Centre Plus, and local employers. This project completed in March 2020. 58 Graduates took part across 5 cohorts where the majority (n=26) graduated from the University of Bradford. Of the 43 graduates sharing their data, 28% were White British and 31 72% BAME. Graduates came from 18 different postcode areas of Bradford. While 21 of the 58 graduates (36%) were successful in finding employment following the course completion, 4 of the 58 reported setting up their own business and enterprises. 11 of the 21 (73%) who

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moved into employment were from a BAME background. 25 graduates reported feeling confident and actively seeking employment or are on an unpaid or voluntary placement. 8 graduates did not complete the programme for a range of reasons, mainly personal issues.

A perception survey with the programme completers reported lack of work experience and lack of interview experience followed by lack of confidence in applying for jobs, three major barriers preventing them from finding work. When asked how this programme have helped them, the majority of the participants mentioned that the programme have helped them improve their skills of writing job applications and they now feel more confident in applying for jobs, are taking a positive approach to job search and have improved their networking skills. For future programmes, the majority highlighted the need of work placements for all those who complete the course but still seeking employment.

Our rapid evaluation of the project shows;

- Satisfaction is key to retention of participants on a course and the likelihood of them completing successfully,
- Our graduate definition in this project should have been broadened to include any new migrant who has a University degree or
- Everyone responsibility to promote inclusion of graduates (community, employers and education)
- There are cultural misconceptions on travelling outside of Bradford or progressing into a job particularly for females, which impact on aspirations, however support is needed for graduates and more work on how families can be involved in these early decisions and choices,
- Engaging employers helps improve chances and would have supported early buy in.

### 3. Grandmentors

Start Date	End Date	Agreed Outputs	Agreed outcomes	Final Report
01/10/2020	31/09/2021	<ul style="list-style-type: none"> <li>• A minimum of 50 young mentees to be engaged (signed up)</li> <li>• A minimum of 35 mentors to be recruited and trained</li> <li>• At least 40 matches to last a minimum of 6 weeks, meeting weekly</li> <li>• A minimum of 6 group activities held</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Raise the young peoples' aspirations</b> - through increasing their knowledge of employment and education opportunities</li> <li>• <b>Improve their self-confidence</b> – through equipping them with coping strategies</li> <li>• <b>Increase their connectedness</b> - through linking them to local support networks and opportunities in the area</li> <li>• <b>Better equip the young people to enter employment or education</b> – through helping</li> </ul>	01/12/2021

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			them raise their skill level and increasing their knowledge e.g. of the jobs market	
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**Evaluation, Outcomes and Learning**

The Grandmentors project is delivered by *Volunteering Matters* who are experienced in delivering similar, successful, projects across the UK. It will raise aspiration, employability, self-confidence and connectedness in NEET young people between the ages of 16-24 years through sustained mentoring by citizens of 25 years and above. The project will also reduce social isolation, increase social mixing and breakdown intergenerational barriers.

**Workforce Diversity**

*Challenging leadership & culture on recruitment.*

**1. Inclusive Employer**

Start Date	End Date	Agreed Outputs	Agreed outcomes	Final Report
01/11/2019	31/01/2021	<ul style="list-style-type: none"> <li>• 2x POs Inclusion data set (diversity and social mobility data) collected and baseline.</li> <li>• 2x POs benchmarked against the Maturity Model</li> <li>• 2x POs completed questionnaires and benchmarked employees' perceptions</li> <li>• 15 organisations attended 3 Employers' Network events</li> </ul>	<ul style="list-style-type: none"> <li>• Each PO has made at least 5% improvement from baseline data set in 3 or 4 key areas (including social mobility)</li> <li>• Both POs have improved their EVP model at least one place forward against the inclusion maturity model</li> <li>• 80% of those who completed the baseline and follow up perception survey (min 10% out of 20%) showing improved perception of diversity and inclusion within their organisation</li> </ul>	April 2021

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### **Evaluation, Outcomes and Learning**

This project is being delivered by Grant Thornton working with Bradford Council and Yorkshire Building Society, two Participating Organisations, to ensure both organisations are more accessible to a diverse talent pool and be able to support, develop and promote this talent appropriately.

The project completed its Phase 1 'As-Is' assessment of inclusion maturity for both participating organisations in February 2020. This phase included collecting baseline data by reviewing and assessing the current levels of inclusion maturity with a focus on social mobility and diversity data within both organisations. This also included an in-depth review of both organisations' end to end policies and practices and their organisational culture in order to identify any barriers to social mobility and diversity. The findings of this review showed Bradford Council is at the first stage 'emergent'<sup>1</sup> and Yorkshire Building Society are at the second stage 'characteristic focused'<sup>2</sup>.

Based on their 'As Is' findings and the current levels on the Inclusion Maturity Model, Council was provided 41 specific recommendations and YBS 47 across five areas: Talent attraction, Talent Development, Strategic Development, Culture and External Impact. Both participating Organisations are in the processes of implementing recommendations.

The project has also established an Employers' Network where learning from the two Participating Organisations have been shared through three events and a toolkit is being developed. The first event was attended by 32 organisations, second and third online events were attended by 31 and 60 organisations (this event was linked with our Partner Forum) respectively from the public, private, businesses and voluntary sector. The rate of returning organisations was encouraging with 28 organisations. The attendee organisations fed back saying 'this has been a catalyst for change' YBS 'very useful to share learning and hear what others are doing' 'measuring our current position helped us identify ways to improve' VCS.

### **ESOL Advice HUB**

*Meeting unmet needs for those wanting to learn English.*

#### **1. ESOL Advice HUB (Research)**

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<sup>1</sup> The organisation is setting out on its inclusion journey and is doing what it needs to from a regulatory and legal perspective to enable inclusion for colleagues.

<sup>2</sup> The organisation recognises that it needs to provide tailored support to under-represented groups to 'level' the playing field.

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Start Date	End Date	Agreed Outputs	Agreed outcomes	Final Report
June 2019	Transferring Hub into skills and employment Service at the end of June 2022	<ul style="list-style-type: none"> <li>Engage up to 5% of 24, 000 potential and current learners to establish profile of learner s (1,200) subject to capacity.</li> <li>30+members of the consortium engaged.</li> <li>5 focus groups with beginner level- 50 people engaged</li> <li>5-focus groups E3+ learners. - 30 people</li> <li>5-focus groups with potential learners not currently engaged. - 50 people</li> <li>1,200 referrals to IAG</li> </ul>	<ul style="list-style-type: none"> <li>Improved awareness of barriers and solutions for providers in ESOL provision in the District</li> <li>Understanding gaps in provision through matching need to provision</li> <li>Establish range of profiles of learners</li> </ul> <p><b>Secondary outcomes (Participant Outcomes)</b></p> <ul style="list-style-type: none"> <li>Improved confidence in learners</li> <li>Learners progress into positive pathways</li> <li>Improved language proficiency</li> </ul>	April 2022

### Evaluation, Outcomes and Learning

The aim of this project is to find out the experience(s) of ESOL learners about their learning journey through needs assessment and focus groups, what barriers (if any) they experienced and what can be improved.

A total of 252 English language baseline needs assessments and 24 focus groups (190 participants) were completed by March 2020; five from Keighley (including focus groups) had to be postponed (including 16-18 age group) due to Covid-19. Participants were in the 16-75 age category. Participation based on ethnicity data: White and African background 1%, Bangladeshi 11%, Any other Black African Caribbean backgrounds 2%, Black African 1 %, Other Ethnic Group 1%, Other Mixed Group 1%, Indian 11%, Pakistani 57%, Bangladeshi 11%, Other White background 4%. A hundred and five participants have accessed information, advice and guidance.

Moving forward, in order to improve access to provision and progression for ESOL steps are being taken to set up a Single Point of Contact centrally and in all areas of Bradford: Bradford East, Bradford West, Bradford South, Keighley and Shipley in venues accessible to learners. They will be set up fully once the Covid-19 restrictions are lifted. Under current restrictions (Covid-19) it is being piloted in one area only. Mapping of ESOL provision has taken place and ESOL providers in the district can now provide up-to-date course information on the Learn English website which signposts all new arrivals and migrants coming into Bradford to find appropriate ESOL provision to their current level of need. The website <https://www.learningenglish.org.uk/> lists all English language education providers and their classes in Yorkshire & the

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Humber, for anyone who wants to learn English. Since Bradford signed up to participate in July 2020, 19/47 providers in the district have been signed up to the website.

Our rapid evaluation shows;

- Individual meetings with ESOL Consortium members helped to shape the baseline needs assessment and core focus group questions, for example finding out why fewer learners progress to Level 1 and Level 2 ESOL courses.
- Majority of participants were happy to take part in the needs assessment and focus groups whereas some were worried about sharing the data and those with refugee status were concerned information may be leaked to authorities in their countries of origin and put family members there at risk of harm.
- To build a rapport with participants prior to the needs assessment warmer activities were introduced.
- After the pilot for the first two needs assessment sessions in September it came to light that learners were not accessing information, advice and guidance in some venues. Hence, IAG was offered through Skills House Community Engagement Coordinators which proved to be successful. The needs assessment was also amended based on outcomes in the session, for example one question was taken out.
- Following the completion of a hundred needs assessments it was felt the question around languages spoken should be reworded to capture data around the number of languages spoken by ESOL learners which is usually higher. A question on volunteering opportunities was also included.
- Focus group questions for 16-18 age groups were amended to make it more bespoke.

### **2. English for Everyone**

<b>Start Date</b>	<b>End Date</b>	<b>Agreed Outputs</b>	<b>Agreed outcomes</b>	<b>Final Report</b>
31/09/2020	July 2021	<ul style="list-style-type: none"> <li>• Shipley College provide training to new volunteers- 20 new volunteers engaged and 40 involved in the overall project. 4 CPD activities for volunteers.</li> <li>• 8 themed digital resources for remote delivery.</li> <li>• 150 learners per provider will enrol on a 60 hr ESOL course attending a minimum of 4-5 hrs a week. Unique learners: 70 per cent</li> </ul>	<ul style="list-style-type: none"> <li>• Digital skills-based on key assessment at the start and end of the course.</li> <li>• English Language skills (Reading/Writing/Speaking/Listening)</li> <li>• Confidence-based on key assessment questions at the start and end of the course.</li> <li>• Level of integration (evidenced through activities)</li> </ul>	Sep 2021

**APPENDIX A: Integrated Communities Programme Evaluation Plan**

		Returners-30 per cent. 70 per cent complete 70 per cent of the course-42 glh. ESOL course outcome completions-60 per cent. Fifty per cent of Unique learners take part in 1 integration activity. <i>LAG for all participants</i>	<ul style="list-style-type: none"> <li>Health and wellbeing (Happiness)- based on key assessment at the start and end of the course.</li> </ul>	
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**Evaluation, Outcomes and Learning**

In the light of the preliminary findings of the ESOL Hub project, the English Language Advice Hub has effectively co-designed ESOL provision for Bradford District for learners at Pre-Entry and Entry 1 with key partners. The project is called English for Everyone and will engage 600 learners. While maintaining the best practice of the previous model of delivery (Talk English) for example, integration activities and training for volunteer tutors, this project is designed to removing barriers related to eligibility criteria, making information advice and guidance an integral part of the programme, increasing course hours (from 30 hours previously to 60 hours) to ensure progression for learners in all four skill areas (Reading, Writing, Speaking, Listening) and addressing digital access and skills. All classes include a digital literacy element (including digital devices and access to internet) and a small budget for childcare. Providers are expected to deliver a minimum of two sessions a week instead of one session; findings highlighted learners found it difficult to consolidate learning with only one session a week. There is also an assessment of learners’ health and wellbeing. This project is two months into delivery.

**Social Networks and Relationships and Neighbourhood and Community**

*Promoting greater interaction, dialogue and understanding between people from different backgrounds given the diversity of the population and the extent of residential and educational segregation.*

Start Date	End Date	Agreed Outputs	Agreed Outcomes	Final Report
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## APPENDIX A: Integrated Communities Programme Evaluation Plan

05/02/2019	31/03/2021	<ul style="list-style-type: none"> <li>• Expand Schools Linking in Primary Schools</li> <li>• Expand work in Secondary Schools</li> <li>• Offer Leadership and staff training to all schools.</li> <li>• Develop a digital linking strategy that will be available to all schools.</li> <li>• Develop a 'parental engagement' scheme in 6 schools</li> <li>• Develop a 'home educated' resource pack that will be available to all 'home educated' pupils.</li> <li>• Link 4 'Special Schools' and 'Maintained Schools'.</li> </ul>	<ul style="list-style-type: none"> <li>• Increased social mixing between young people in different schools</li> <li>• Improved willingness to meet different types of young people</li> <li>• Improved pupils' confidence in meeting young people of different backgrounds</li> <li>• Improved understanding of different races, religions and cultures</li> <li>• Improved awareness of the importance of respecting others</li> </ul>	Oct 2021
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### 1. The School Linking Network

#### Evaluation, Outcomes and Learning

In terms of delivery, this project adapted well to Covid-19 restrictions and currently providing linking to schools via digital linking and digital resources. Its continuing to seek engagement from further schools and increased flexibility available through mid-year commencement of some school linking pairs. Outputs exceeded during 2019-20 academic year despite curtailment of face to face activities in March 2020 due to Covid-19. 185 Primary classes linking happened in 94 Bradford primary Schools in 2019-20. Further, 26 secondary schools took part in Identity, Diversity and Equality activities. 7 mainstream special school links were established. Leadership and staff training was delivered in 39 schools with 41 staff members. In academic year 2020-21 further 16 Primary classes were recruited for linking. Developed Strategy, Guidance, Online Training for launching Virtual Schools Linking 2020-2021. New curriculum written with new teacher guidebook. How to guides on specific support documents. 120 Home Learning resources produced, new Family Facebook page, some had voiceover, some bilingual. Parental engagement switched to home learning resources provision to aid parents' home schooling children.

As part of their national evaluation for all Integration Areas, IFF is using both surveys and observations to collect baseline and follow up data from the primary and secondary school children and teachers. IFF has planned to collect before and after data from both the schools taking part in the linking process and the counterfactual i.e. schools not participating in linking. As of March 2020, IFF had completed the baseline fieldwork (baseline teacher and pupil surveys, and observations) in Bradford. The pandemic and lockdown halted further evaluation work. A decision has been made to re-start the evaluation for the 2020/2021 year, taking into account that the baseline data collected in the 2019/2020 school year would no longer be comparable to any follow-up data, due to the effect of the pandemic, the virtual delivery mode of Linking, and the time elapsed since early data collection.

**APPENDIX A: Integrated Communities Programme Evaluation Plan**

**2. Bradford Lead**

<b>Start date</b>	<b>End date</b>	<b>Agreed Outputs</b>	<b>Agreed Outcomes</b>	<b>Final report</b>
01/12//2020	31/03/2021	<ul style="list-style-type: none"> <li>• 15 people who will undertake at least 18 sessions of training/ development</li> <li>• Accreditation achieved</li> </ul>	<ul style="list-style-type: none"> <li>• Increased mixing with those from other backgrounds</li> <li>• Improved confidence in engaging with those from other backgrounds</li> <li>• Increased sense of belonging and pride.</li> <li>• Improved ability to change things locally.</li> <li>• Improvement of skills,</li> <li>• Increased understanding of politics and governing bodies</li> </ul>	October 2021

**Evaluation, Outcomes and Learning**

Bradford United delivered one full cohort of youth club based linking across the Bradford district, with positive outcomes for the young people involved. Sadly, Covid-19 curtailed the end of cohort celebrations and social action projects which were due to have taken place.

Following a Progress Report in April 2020, the Stronger Communities Partnership Board made a decision to end delivery of the project after one cohort rather than two. This came at a time when delivery was paused (and unsafe) due to the Covid-19 pandemic, but was primarily made due to concerns about data quality, reporting and evaluation – that at the end of the project we would not be able to satisfactorily prove what worked, what didn't, why and for whom.

Our rapid evaluation on this project suggests;

- It is important to have all stakeholders engaged - and that they fully understand the purpose, processes and strategic aims of a project - before planning and delivery commence.
- That having a colleague with dedicated time for data management and reporting of it is essential for a project of this type within a research and evaluation based programme, and that this colleague should be present from the outset.
- Project Management skills are a vital element of delivering a complex district-wide project with requirements for in-depth data reporting and monitoring of participant views and behaviours at the beginning and end of delivery.

## ***APPENDIX A: Integrated Communities Programme Evaluation Plan***

- It is clear from anecdotal evidence provided by the delivery team that Youth Club linking has much potential to improve understanding between groups of young people from different backgrounds or geographic areas, and that together these young people can form common goals and common bonds across these perceived divides.
- Preparation sessions before linking of groups were seen an important step to assess young people's readiness and to prepare them for mixing with others.
- Similar to the School Linking project, Youth Club linking can also benefit from planned parental involvement to influence young people's engagement in the linking programme. However, it might appear challenging, as linking through youth clubs is not operated in a controlled and statutory environment like schools.
- Building evaluation skills among our funded organisations can help them develop a culture of learning and reflective practice and encourage them to gather meaningful information to demonstrate the impact of their work.

The Board agreed to redirect funds into a youth leadership project (Bradford Lead), a district-wide youth leadership project with a minimum 50% BAME participant quota. The aim of Bradford Lead will be to work with young people from across the district to develop leaders for the future. The project will have three cohorts of 15 people from across the district for 12 months. One of these cohorts will be assigned a thematic role of contributing to Arts and Culture. The diverse intake of the young people will ensure that under represented communities are offered opportunities to make the most of their talents and input their contribution in the future prosperity and wellbeing of the district. In addition, all candidates will be offered counselling and mentoring with senior officers in partner organisations in the district.

### **The People Library**

An online hub of Bradford 'books' will be launched on the 12 November which will aim to showcase a collection of human 'books'. People will be able to browse profiles online, watch a video (first phase) as well as 'borrow' a person for an event or meeting (phase two) or meet at a People Library event (led by Bradford LEAP). The project will enable us to share positive narratives of a diverse range of local residents. The 'Library' will highlight shared experiences, interests and characteristics as well as highlight similarities and celebrate differences. The People Library events will be used to increase 'contact' between different communities as well as showcase role modelling. Research shows that story telling can be incredible powerful in dispelling prejudices and stereotypes when they hear compelling stories. For those involved in the project, participants will develop social media and digital skills whilst creating opportunities for social mixing within the group.

The target for People Library in this first phase is to launch 15 books (min), with 200 books by end of programme.

### **Evaluation, Outcomes and Learning**

## APPENDIX A: Integrated Communities Programme Evaluation Plan

The People Library project was given to the Future Leaders 2019-20 as a project to work on whilst developing their own skills, knowledge and confidence. Initially the team of volunteers worked cooperatively to make decisions. However, this, and the impact of Covid-19 restrictions on people's lives and workloads led to a slowdown in progress during Spring of 2020. The restrictions also meant that any face to face meetings or events became impossible. To address this, challenge the team adjusted plans to be digital only and appointed "Co-project Managers" to take a lead on the project, recruitment of books, and general coordination of the group. In addition, a new Marketing Executive joined the Bradford for Everyone team who is supporting the Future Leaders involved by editing draft stories as they come in. To-date 10 Human books have been recruited, five of which are developed as final stories. The Library is small currently but the stories within it are powerful and diverse which - once the library is launched on 12<sup>th</sup> November.

### Civic Participation and Volunteering

*Generating and connecting people to opportunities to participate in community and civic life and strengthening leadership.*

#### 1. BfD –as-1 (Street Life)

Start Date	End Date	Agreed Outputs	Agreed Outcomes	Final Report
01/09/2019	30/06/2021	<ul style="list-style-type: none"> <li>• 300 First Contact Completed</li> <li>• 120 community outreach sessions conducted</li> <li>• 120 workshops on specific themes</li> <li>• 72 hours of social action initiatives including bespoke team building &amp; interpersonal skills building</li> <li>• 3 safe shared space(s) created in the target areas (subject to feasibility)</li> <li>• 10-20 participants in core group per target area</li> </ul>	<p><b>Short-term Outcome: SELF</b> Skillset of Participants:</p> <ul style="list-style-type: none"> <li>• Increased knowledge and understanding of their community assets</li> <li>• Increase awareness of issues e.g. integration/ social mixing</li> <li>• Increased knowledge and understanding of the groups' commonalities and differences (<i>through listening, hearing and responding to others</i>)</li> <li>• Increased awareness of local resources</li> <li>• Increase use of local resources</li> <li>• Increased use of existing local resources</li> </ul> <p><i>Increased level of involvement in community activities post involvement (if this is possible)</i></p> <p><b>Medium-term Outcome: OTHERS</b> Skillsets of participants:</p>	30/07/2021

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		<ul style="list-style-type: none"> <li>• 80-100 participants at social action events</li> </ul>	<ul style="list-style-type: none"> <li>• Using their skills, expertise and knowledge to help co-design social action</li> <li>• Involved in social action initiatives with diverse community members</li> <li>• Reporting increased understanding of the importance of social mixing</li> <li>• Reporting making simple perception, attitudinal and/or behavioural changes – (e.g. <i>people listening, hearing and responding to others appropriately</i>)</li> </ul> <p><b>Long-term Outcome: SOCIAL ENVIRONMENT</b></p> <p>Skillsets of participants:</p> <ul style="list-style-type: none"> <li>• Creating safe shared space(s) for social mixing to occur in their local community</li> <li>• Sustainable bonds with others from different backgrounds</li> </ul>	
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**Evaluation, Outcomes and Learning**

After a 6 months’ pause in delivery due to Covid-19, the project recommenced in September 2020. To date, the project has been successful in completing 245 of the 300 baseline first contact surveys. 105 of the 120 outreach sessions have been conducted. Over 300 conversations have taken place and 23 people have been identified as part of the core group, 11 people in Little Horton, 5 in Eccleshill and 7 in Keighley. As project. Small groups of people who are willing to be involved in *core group* activities, were found on the back of conversations that challenged them to think about their own thoughts and actions. The delivery partner reports that the residents have at times come across as argumentative in their responses but this indicates there are positive movements; and are perhaps challenging their own past actions/thoughts. This gives the project the exciting foundation it needs to build on. The challenges have been the external quantitative evaluation (by IFF) which led to a high level demand on surveying delayed the project due to the language barrier and translating some questions in a more lay person’s language. The learning to date has been to build the evaluations into the delivery of the project from the start that are co-designed with the project delivery team and are tailored to the project design and local context.

Our rapid evaluation for this project shows;

**APPENDIX A: Integrated Communities Programme Evaluation Plan**

- The Community Readiness for Change shows that all three areas are a 2 on the scale - Denial and Resistance. This is still the same for those who make up part of the Core Group.
- The project has faced some early resistance from stakeholders for a variety of reasons and this has made it difficult for delivery. Identification and development of relationships with key stakeholders is imperative before the start of delivery to gain buy-in from Councillors, ward officers and other groups.
- Evaluation needs to be built into the project delivery from the start. IFF Research was introduced post design and the project had not anticipated the amount of surveys that would need to be completed. This impacted heavily on existing resources. Whilst, the data post was recruited in November 2019, resource allocation could have been planned better enabling more bodies on supporting with initial surveys.
- Small groups of people who are willing to be involved in core group activities, were found on the back of conversations that challenged them to think about their own thoughts and actions.

**2. Citizen Coin**

Start Date	End Date	Agreed Outputs	Agreed Outcomes	Final Report
06/01/2020	August 2021	<ul style="list-style-type: none"> <li>• 1 app produced</li> <li>• 200 local people (participants earn rewards)</li> <li>• 10-20 Organisations (providers who will award social coins)</li> <li>• 20 retailers / local businesses / services (offering discounts)</li> </ul>	<ul style="list-style-type: none"> <li>• increase civic participation</li> <li>• Increase opportunities for social interaction to take place between people who are different from each other</li> <li>• increase spend with local services and retailers</li> <li>• change perceptions around doing social good</li> <li>• increase involvement and engagement in local activities with those people who would not normally participate</li> </ul> <p>increase participation by people from low income households in civic and social activities</p>	Nov 2021

**Evaluation, Outcomes and Learning**

## APPENDIX A: Integrated Communities Programme Evaluation Plan

The project aims to ensure that more people from all backgrounds will connect with others, participate in civic life and get involved in their own communities. The project is a social coin scheme which runs via an APP. It enables people to earn digital discount coins for undertaking social value activities, such as volunteering, that they can then use to get discounts off goods and services in the district. Those earning the digital discount coin can also opt to donate their coins to other people and organisations. The App has now been developed; tested by 22 people and submitted to the Play Store. A before and after survey approach is designed for the outcomes evaluations. The baseline survey has been co-created and tested with 22 volunteers. The *Bradford For Everyone* projects and People Can groups will join the pilot in late October for a period of 10-12 months.

### 3. BfE Ambassadors and network

Start Date	End Date	Agreed Outputs	Agreed Outcomes	Final Report
01/05/2019	31/12/2021	<ul style="list-style-type: none"> <li>• 27 local people recruited.</li> <li>• 270 people reached directly.</li> <li>• 32 Active ambassadors for integration. (5 from equality groups)</li> <li>• 4 meetings attended by all involved every 12 months.</li> <li>• 3000 hours of volunteering completed. (including extra activities)</li> </ul>	<ul style="list-style-type: none"> <li>• Improved social mixing.</li> <li>• Improved personal confidence.</li> <li>• Increased sense of belonging.</li> <li>• Improved perceived ability to change things locally.</li> <li>• Increased Involvement in local decision making.</li> <li>• Increased volunteers and civic participation.</li> <li>• Increased understanding of critical thinking.</li> <li>• Increased commitment to values.</li> </ul>	01/03/2022

### Evaluation, Outcomes and Learning

Currently 18 of the 27 core Ambassadors are active. From May 2019 to March 2020 the Ambassadors have collectively completed 11,000 hours of volunteering, engaging in over 220 activities. Further recruitment is ongoing. The wider network sees an organic growth of 117 members. During Covid dialogue amongst Ambassadors and the team has increased. With more regular meetings (every 6 to 8 weeks) and Ambassadors working in smaller groups on certain topics such as Black Lives Matter.

A quantitative survey approach is designed by IFF and a qualitative approach using case studies and interviews by the programme to evaluate the participant outcomes. With IFF 24 baseline surveys and 18 follow up surveys have been completed. 32 wider network members have completed the baseline survey. All ambassadors are actively taking part in various activities such as co-designing strategies, organising

## **APPENDIX A: Integrated Communities Programme Evaluation Plan**

welcome coffee mornings, leading on conversations on Black Lives Matters to making local decision on how money is being spent. The group and subsequent network are being seen as a valuable asset and resource in the district and highlighted as a good model practice among other integration areas where there is a disconnect between local residents and the council. There are already positive signs of improvement in all of the outcome areas including some unintended outcomes such as leading into employment or higher education.

The recruitment and retention has been a success; however, recruitment in Bradford South continues to be lower than other areas. This does mirror patterns where volunteering is low (Volunteering Bradford site out of 444 covid-19 volunteers registered only 38 came from South compared to East (68) and Keighley (120)) and voting turnout is lowest in the district at 24% (Elections Results May 2019). Our current recruitment highlights that engagement among ethnic minority groups, ethnic minority young people and white older people is higher. This is for a range of reasons from wanting to gain experience, getting involved in their community to reducing social isolation. This needs to be explored further and a change of approach is required for this area. During Covid-19 the connection between ambassadors has flourished and has strengthened the work streams. Digital inequalities have hindered engagement for some.

### **Trust and Safety**

*Tackling hate crime and the fear of hate crime so that everyone feels safe.*

#### **1. Creating an Inclusive, Diverse and Equal Workforce**

<b>Start Date</b>	<b>End Date</b>	<b>Agreed Outputs</b>	<b>Agreed Outcomes</b>	<b>Final Report</b>
01/08/2019	31/03/2021	<ul style="list-style-type: none"><li>• Workforce training plan developed for Bradford District across the six sectors meeting all 10 areas from survey findings;</li><li>• 30 people (ideally 5 from each sector) to become agents of change, who will have primarily responsibility to support culture change in their organisation and would be willing to work part of a network of change makers and participate in a learning action group;</li><li>• Use the Inclusive Employer Toolkit alongside the training and provide feedback on its use (ideally 1 organisation in each sector);</li></ul>	In-Progress of designing outcomes reflecting the training need during the second phase of the project.	June 2021

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		<ul style="list-style-type: none"> <li>• 240 staff (ideally 40 people from each sector) trained through rapid training approach.</li> </ul>		
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**Evaluation, Outcomes and Learning**

This project aims to develop training that will create a more equal and diverse workforce in Bradford District working across a range of sectors. Initially the plan was to develop individual plans from a survey for five organisations in different sectors, however this was a challenge to get buy-in and synergy, therefore a district wide survey across six sectors (public, private, voluntary, art & culture, health and education) working with a range of organisations was carried out to develop an overall plan. The survey was open for two weeks (July-August 2020) and received 496 responses representing a healthy mix of individuals from multiple backgrounds. 66.7% respondents were from the Public sector, 7.5% from the Voluntary sector, 9.1% from Education, 6% from Health, 2.4% from Private, 3.2% from Arts and Culture (3.2%) and 5% from the others. The known ethnicity of the respondents makes up the 70.8% from White British, 4.8% from Pakistani, 3.6% from Indian, 1.2% from White Irish, 2.6% from other White background and 7.7% not declared. The majority of the respondents (70%) were living in Bradford for more than 8 years with 12.5% living for less than a year and 4% living between 1-7 years. The major category of those who responded to the survey was 30-49 years old (44.4%). Christian (39.5%), Muslim (7.5%), No religion (30.6%), N/A 14.1%.

The survey questions were devised to uncover attitudes and sentiments of respondents with regard to seven different dimensions of employee experience: Covid Health, Work from Home Efficiency, Information from Leadership, Job Effectiveness, Organisation Priorities, Team Support and Bias Experienced. Employees overall feel less confident about the technology and info support they have received from their employers impacting their ability to work in the Covid environment. While respondents felt rather confident in their health situation in the Covid context, there was less confidence showed that their employers have an interest in their individual contributions or advancement. The respondents feel their ideas are not being considered. However, on the positive side, respondent said they were proud to work for their organisation. They want to contribute but feel they can't realise their full potential to do so, because of the management attitudes/behaviours. These findings confirm that people's full potential has not been realised and recognised.

Based on the insights from the survey, following specific recommendations for training workshops were made.

- Winning the pandemic (Feelings) - Training to help everyone feel included and on-board equally during the district COVID-19 response.
- Building High Performance Teams - Understand the advantage of diversity in teams and how to build this into organisational objectives to meet key indicators.
- Building Relationships - Understand how to work with people who are diverse and build equal relationships.

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- Performance Coaching and Mentoring - Understand our bias when mentoring people of diverse backgrounds.
- Communication & Negotiation Skills - How do we communicate a shared outcome and get results with diverse groups with different needs and ideologies.
- Emotional Intelligence - How to understand impact of diversity on emotions of teams and how they become empowered.
- Having Difficult Conversations - How do we respond positively and constructively when something challenges us to get a shared positive outcome.
- Adapt to win - Understand our diverse workforce and adapt as organisations to meet individual skills and allow people to be their whole self at work.
- Succession Planning/Talent Management - How do leaders ensure diverse teams grow with everyone included.
- Unconscious Bias - Unconscious Bias training for all staff, especially leaders who can be agents of change.

The survey results are being used to create and implement the plan and a call out is being put together for a partnership approach to deliver training. These trainings will form the second phase of the project where specific outcomes will be produced and a plan to measure these outcomes will be devised. It is important to acknowledge here that while a small response rate to the survey and an analytics platform 'Beats™' used for survey data analysis could raise questions around the validity and reliability of the findings, the training recommendations emerged from these findings could be a first step in the right direction to create a more inclusive, diverse and equal workforce in the district.

Our rapid evaluation shows;

- Employees have been engaged in many surveys however the online 'ChatBot' format worked well with a high overall response. Combining the power of advanced AI algorithms with the latest behavioural science helped provide a data-driven cultural insight to make informed investment decisions and build cultures that drive success.
- Each sector has many demands which makes it challenging to introduce new objectives and evidence that these will improve their performance as an outcome as well as make a business case for improving inclusion and diversity.
- Sectors need to put creating an Inclusive, diverse and equal workforce as a priority and work together with responsibility taken across the workforce to show organisational culture is a core factor in determining success. Leaders may overlook the impact of culture because they lack a clear way to measure it which this project helps address.

### **2. Roma Strategy**

**APPENDIX A: Integrated Communities Programme Evaluation Plan**

<b>Start Date</b>	<b>End Date</b>	<b>Agreed Outputs</b>	<b>Agreed Outcomes</b>	<b>Final Report</b>
01/01/2020	31/03/2021	<ul style="list-style-type: none"> <li>• 20 organisations engaged</li> <li>• A working group of 12 people established</li> <li>• A report to explain organisations' needs and challenges and successes of working with Roma communities</li> <li>• 40 Roma people engaged</li> <li>• 12 activities/events conducted</li> </ul>	<ul style="list-style-type: none"> <li>• Increased knowledge of provision for Roma communities</li> <li>• Increased understanding of local issues and residents' capacity for change</li> <li>• Increased engagement of Roma community in the District</li> <li>• Increased number of Roma people who feel empowered and involved.</li> </ul>	30/06/2021

**Evaluation, Outcomes and Learning**

The delivery partner CNet are working with wider District partners (Bradford Council, Health, CCG's, Police, Fire & Rescue Service) to develop a Roma Strategy using a strategic asset based approach, identifying opportunities for prevention and early intervention to support the Roma community to feel welcomed, to be able to pay their part in society and access services with independence and confidence. The project has been delayed due to COVID-19 but despite these restrictions has been able to engage with stakeholders using innovation methods and putting in place risk assessments and solutions. 81 organisations have already been engaged, which is a fourfold increase in the contracted numbers. 37 individuals were engaged in Strategy building groups which is a threefold increase in the target agreed output. 78 Roma people have been engaged in the project that is nearly double the target number set to be engaged at the outset of the project. According to the delivery partners 'working with community partners to reach out to community has enabled larger than expected survey sample and allowed some survey work to be done in community languages.

Our rapid evaluation shows;

- As this group reportedly comes low on data, this makes it challenging to measure and identify the groups needs
- Developing trust is key to engaging with the Roma community
- Due to the level of mistrust in public and government services, there is a requirement to protect participants from community backlash as a result of their involvement and what they may be sharing,
- Organisations that already support this community were essential
- Due to covid-19 engaging online worked well, however it was clear that many were excluded digitally,

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- To understand this group well, it was vital to understand where the community came from, what life had been like for them and what was deemed as 'normal' to understand what issues have and are emerging locally.

### 3. Community Conversations

Start Date	End Date	Agreed Outputs	Agreed Outcomes	Final Report
01/04/2019	31/03/2020	<ul style="list-style-type: none"> <li>30 key respondents interviewed using CRM to assess community readiness 6 per ward across 5 wards</li> <li>150 people engaged</li> <li>5 co-design workshops</li> <li>A minimum of one shared community intervention/activity per ward (where the CRM will be used)</li> <li>A minimum of one shared community intervention/activity per ward (where the appreciative inquiry will be used)</li> </ul>	<ul style="list-style-type: none"> <li>Increased confidence to mix with others</li> <li>Enhanced social and cultural awareness</li> <li>Increased sense of belonging (local area and district)</li> <li>Increased willingness to participate more in community life</li> <li>Different groups working together to resolve shared issues</li> </ul>	17/09/2020

### Evaluation, Outcomes and Learning

The first quarter was focused on mobilisation and with a roll out of Community Readiness Model (CRM) Training, which 14 facilitators completed. The project has had a six-month pause due to Covid-19 and has restarted with a redesign in September 2020. A new set of outputs and outcomes have been agreed. The project will continue to run in two wards in each constituency. In five wards the CRM will be applied and this will be used to design and develop an appropriate intervention method. In the other five an \*Appreciative Inquiry method will be used. The project is back in mobilisation phase.

#### 1. Hate Crime Strategy

Start Date	End Date	Agreed Outputs	Agreed Outcomes	Final Report

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01/09/2020	31/03/2021	<ul style="list-style-type: none"> <li>• 120 workshops with 5-15 people in each (approx.)</li> <li>• Undertake a review of reporting routes to identify whether victims are easily able to access hate crime support.</li> <li>• Develop an online reporting tool to report hate crimes across the region.</li> <li>• Review the 29 hate crime reporting centres across the region, explore the impact and value of each centre.</li> <li>• Develop and create a new hate crime strategy for 2021 and beyond.</li> <li>• Train workforce on working with new and emerging communities. (To be combined with Creating an Inclusive, Equal and Diverse Workforce)</li> <li>• Deliver an online campaign to tackle online hate crime</li> </ul>	<ul style="list-style-type: none"> <li>• To build confidence and educate people on the importance, benefits and value of hate crime reporting</li> <li>• Improve relationships with formal bodies such as the police and local authority</li> <li>• Increase confidence and knowledge of our workforce on hate crimes and to be able to support them.</li> </ul>	31/05/2021
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**Evaluations, Outcomes and Learning**

BHCA have been funded by Bradford Council for the last two years to deliver the Hate Crime Reporting, Centre Co-ordinator and ‘Challenge it, report it, Stop it’. The aim of this project was to Co-ordinate and provide on-going support to the reporting centres to increase awareness of hate crime reporting. This also includes delivering training to key individuals as well as compile annual reporting of hate crime awareness. This project builds on this to widen the delivery and to meet the hate Crime Strategy objectives and outcomes.

**Innovation Fund Round 1 Projects Report**

Innovation Fund is a small grant fund programme which is about stimulating new thinking, building new partnerships and testing innovative approaches. The fund enables small voluntary and community organisations to undertake projects with support from the programme team to build capacity, learning, collaboration, design thinking and co-designing solutions in order to measure impact more effectively.

13 community projects were funded in round 1 in September 2019 to deliver a set of diverse outcomes of Integration and Cohesion. All projects completed their delivery just before when Covid and lockdown started in March. Our joint evaluation for the round1 projects was designed to understand if all projects were reaching out to a diverse community, maintaining participants’ engagement and satisfaction and providing opportunities for meaningful social mixing between people from various backgrounds. Our evaluation findings show that all projects were able to reach out to individuals from different age groups, gender, areas, religions/beliefs and cultural and ethnic backgrounds. 1125 individuals

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were reached through these projects across 25 wards, meeting our reach target at 75%. Those projects where demographic data was provided, 30% were White English, 51% the BAME individuals and the rest were under 'other' category.

Recruitment has been a point of concern for some projects due to not able to gain people's confidence in taking part and the competitive nature of similar providers in one area. However, of those individuals who took part in the projects, 90% completed their course/training/activities. Some of the reasons for not being able to complete the course/activities were lack of child care support, transport issue, weather and the fear of getting Covid. The feedback from project participants have been positive and shows that people now feel they know a little more than before about people who are different from them. Project participants' feedback: *"before I had a lot of problems with different nationalities and when I came here (project) I met people from a different part of the world. I have learned how to treat people and be friendly. I have learned how deal with different people and if you have a problem with a person from a different culture you have to put it aside and work with them as a group of team"* (Open Tech Maker Space)

*"I have made friends with some people who I have never met before, it's given us a really good opportunity to get out and about to mix with other people and groups, make friends try new things and have fun"* (The Art of Conversations)

One young person said, *"The best thing about coming here is that you can have fun and make new friends and learn at the same time"* (Game On!)

A parent also commented that *"It (this course) encouraged my child to interact with new people and develop new computer skills"*. (Game On!)

### **Innovation Fund Applications (Round:1, 2, 3)**

- **73** applications were received in total from **70** applicant organisations
- **73** applications were received for both INF rounds (**22** in round 1 and **31** in round 2, 19 in Round 3)
- **29** projects were funded (**13** in round 1, **6** in round 2 and **10** in round 3)
- **100%** were community-led organisations
- **62%** were BAME-led, **37%** White British led
- **90%** applicant organisations were Bradford based

### **Diversity – Audience**

- All **29** selected projects target BAME communities (**100%**)

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- 6 selected projects in both rounds specifically target young people **(21%)**
- 2 projects specifically target LGBTQ+ community **(7%)**
- 7 selected projects in both rounds specifically target new migrant communities (Asylum Seekers/Refugees) **(24%)**
- All **29** projects focussed on social mixing **(100%)**

### **Diversity – Outcomes all rounds (29 projects)**

- Getting On (6) **21%**
- Getting Along (12) **41%**
- Getting Involved (5) **17%**
- Feeling Safe (6) **21%**

## **External Partnership Projects**

### **Bradford LEAP**

Creative People and Places (CPP) is a £3.65m programme for Bradford District. The programme aims to deliver a step change in cultural engagement and participation and for Bradford's art, arts organisations and audiences to be representative of its rich diversity. We have established a strategic partnership to maximise our delivery through match funding. This means we will be able to increase the number of people we work with by working alongside the CPP programme to co-deliver our People Library and configuring local events and festivals so they are more reflective of the diversity in our District with more ownership from local communities. LEAP have appointed their own independent evaluator which is shared with the Bradford Producing Hub. Our funding has supported so far; a total of 18 projects, reaching approximately 16,515 people across the six wards.

A total of **18** projects supported totalling **£66,099** with **£14,700** in match funding.

Reaching approximately **16,515** people across the six wards

**3** supported projects delivering activity online

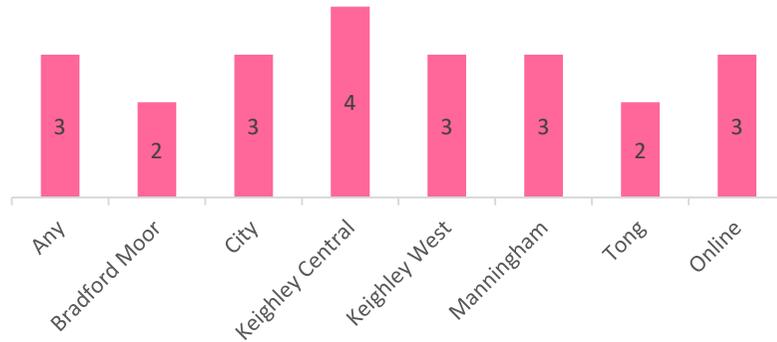
**7** supported projects target ethnic minority communities

**4** supported projects targeting non ethnic minority communities – low income families

**7** selected projects targeting **both** communities

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Overall, this means **77%** of selected activity is targeting ethnic minority communities.



### Act-Early Holme Wood

Act Early is a £10m programme and a collaboration between Bradford's Centre for Applied Education Research, Leeds Institute of Data Analytics, local health services and schools, Bradford's Opportunity Area and Bradford For Everyone. The aim is to bring together residents and local service providers who will work together to design, trial and evaluate more effective approaches to tackling issues, together. On the 10 January 2020 over 100 key leaders from across the district and in particular those that understand the Holme Wood area came together to explore the project in further detail. At this event we agreed to focus principally on five projects;

1. Exclusions, children not in school and crime
2. Healthy choices, health lives
3. The impact of poor mental health
4. Pride, aspirations, role models and career.
5. Adverse Childhood Experiences.

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There is an independent Steering Group that oversees the programme and the evaluation of this is being carried out by the Bradford Institute of Health Research. Our funding has enabled to provide a Community Engagement function to increase participation to the five projects. Each project is being led by a specialist and a working group is being formulated to map out the projects in more detail.

### **Befriending Service Project**

Led by the Bridge Project, the aim of this project is to provide digital befriending service that can be scaled up rapidly. Alongside this the project will provide specialist support for Domestic Abuse and Early Help services, providing step down support using trained befrienders, who in addition to providing befriending support will be able to recognise risk, know when to escalate and seek advice and use a basic resource directory to enable individuals to access other forms of help and community support.

The project is financially supported also by Give Bradford, the Domestic Abuse team and Early Help teams at Bradford Council to help step up the support during lock down measures responding to those who may be socially isolated due to shielding, illness or other such as increased mental health. The project will be implemented during the next four weeks of lock down. The rapid evaluation for this project is to learn the effectiveness of the digital platform and whether it impacts on the ability to rapidly recruit, match and reduce pressure on other services.

### **'Place Based' Approach to Refugee and Asylum Seekers**

A report has been compiled by the Council, which asks for;

- An increase from 28 to 56 days' transition period of when a positive decision is reached (Refugee status granted) and asylum accommodation is to be vacated on receipt of recourse to Public Funds.
- Support Lift the Ban for Asylum Seekers accessing education and employment (a cost benefit to the District should be calculated).
- Support Refugee Action and partner's Early intervention initiative and Welcome to Bradford website which was launched in 2019 <https://www.bradford.gov.uk/your-community/welcome-to-bradford/welcome-to-bradford/> to prevent asylum seekers falling into destitution.
- Alongside this there is a case to be made for; right to work and education, transition period being extended, no route to settlement guidance and NRPF support clarity is required.

## **Campaigns**

### **1. Anti-Rumour Campaign**

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The Anti-Rumour and Critical Thinking Strategy aim is to reduce rumours and prejudice by increasing critical thinking across the district. The strategy is focused on three areas of political commitment and policy change, creating a media narrative and developing training resources. This has been used during COVID-19 to tackle rumours and also aims to reduce rumour around migrants, LGBTQ+, faith and working class communities. During the consultation and creation of the strategy group we have worked with area teams and partners to engage with over 50 organisations and 6000 people.

The strategy group now has 21 core members and 7 organisations have formed a working group following a call out to develop a toolkit and training resources. The organisations developing training are City of Sanctuary Schools, Linking Network, Integrated Community Learning Schools, Arakan Rohingya Organisation UK, Bradford East African Community, CABAD and Hope Not Hate. There is challenge to move people away from myth-busting which has not had success toward critical thinking and to avoid discussing rumours while trying to reduce them.

### **2. Shared Values for Bradford**

Local people told us when writing our strategy back in 2018 that we should have a set of shared values, which connects, identifies and unifies us all. Shared values can bring people together and be used to create, express and develop initiatives, campaigns and tools that everyone in the Bradford district can take part in and benefit from. Out of 996 people who responded in Jan-Feb 2020, 264 respondents were aged 5-17; 30% Christians; 21% Muslim; 35% were from no religion/faith; 18% were from Keighley; 26% from Shipley; 15% from Bradford East and 20% from both Bradford South and West. We heard from 24 nationalities, 58% were female and 35% male.

The final set of values have been signed off by Stronger Communities Partnership Board and CMT. A social modelling approach will be used to amplify and celebrate the use of these values across the District – lived experiences will be used through activities and campaigns.

During September 2020 an Asset Based Community Development (ABCD) audit was conducted to gain an understanding and map what partners and influencers are doing to live and celebrate the Bradford District Shared Values. 56 survey submissions were received; 10 hours of conversations with 20 organisations took place; 37 organisations were willing to collaborate with 16 organisations also interested to be involved; We heard from 19 postcode areas in the District. 12 different types of organisations had a say, including: voluntary/charity; local authority; community groups; education/research; faith; health & fitness; businesses and the police. The implementation of the shared values work is in its infancy; however, the target outcome is for every person and organisation to sign up via a formal pledge. The 2020 Community Stars Awards will kick start the campaigns work; this year with a new category for individuals; groups or organisations emulating how they live and breathe the values.

### **Lessons Learned**

#### **Programme learning**

1. For short term programmes; grass root organisations appear more compatible and suitable for rapid evaluation, to test and learn (fail or succeed) and commission quickly when timescales are tight i.e. 2 years. Projects committed for longer or for larger sums (more than £25k) are more challenging to commission and decommission when projects are not working and require more time for design and to set up in terms of recruitment of staff before delivery can commence.
2. While programmes of this nature are short, there should be some focus on system change activities where long term impact through project activity is not possible. By keeping programmes whole-system and person focussed, this can bring about perspective shifts that create change that more than one dimensional way. For example, ensuring the ESOL Advice Hub strategy is not only about English Language, but about understanding the needs of learners, promoting integration, employment and volunteering.
3. An open and honest culture of sharing learning about what works and especially what doesn't work only flourishes when the evaluations are promoted as a learning exercise rather than a judging activity and are developed in partnerships with the delivery organisations and the project participants
4. The programme is and continues to be community-led, with representation from communities at the highest level; our board. The programme has empowered groups to participate in decision making and designing/implementing solutions. This has contributed to how strongly people feel in terms of engagement with the programme and the Council, and enhanced feeling of approachability, trust and empathy. Programmes should be owned by local residents, which is a powerful catalyst for change.

#### **Process learning**

5. A routine survey for the district that regularly collects integration and cohesion data will enable services to be better informed and designed to meet the needs of communities. Integration and cohesion needs to be considered across the system as one policy or decision could be detrimental or led to a negative impact on another aspect of integration and cohesion. Indicators should be more holistic including health and wellbeing.

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6. Qualitative methods of data collection such as observations, focus groups and case studies for evaluations have shown working better with the delivery partners and the project participants in understanding what works and what does not in community based projects rather than using only a quantitative approach (i.e. Surveys).
7. Large number of projects, being delivered in a small delivery window could create not just the capacity but also quality issues, especially in terms of creating effective evidence around what works and what doesn't work in improving integration and cohesion in the district.
8. VCSE organisations delivering Integration and Cohesion outcomes require support in collecting, managing and presenting good quality data to showcase the impact of their work. Some elements of this are being covered in our evaluation toolkit for the VCSE where a more pragmatic solution will be presented to collect good quality data as part of their on-going delivery processes. Including that collaboration needs to be facilitated in order to collaborate on bids.

### **Project learning**

9. Projects specifically designed to improve cohesion primarily should be seen as preventative and early intervention rather than proactively used to deal with rising tensions between different groups. When issues of this nature in communities are perceived to have escalated then this requires community or neighbourhood mediation. Investments of this nature should be considered where groups or individuals can be brought together to address tensions as opposed to changing perceptions.
10. People declaring as having no religion/faith are a major demographic category across some of our projects. While most of the focus of support is given to people with a religion/faith, our finding suggests that there could be an under-represented and under-acknowledged group of people who might be experiencing issues with integration and cohesion. This needs to be explored further.
11. Where the projects have designed for a system change, a buy-in from the stakeholders is crucial to implement the identified changes. Also the organisational perceived or actual effectiveness of delivery can sway how well a project is received and supported by stakeholders and can in turn affect successful implementation. Participants recruitment has also been successful for projects where delivery organisations had existing links with the local communities/organisations, successful partnerships with other organisations and expertise in the delivery subject area.
12. Preparation sessions before bringing together people from different backgrounds (age, gender, sexuality, ethnicity and religion), especially young people, were seen an important step to assess their readiness for a meaningful social mixing with others.

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13. Building evaluation skills among our funded organisations can help them develop a culture of learning and reflective practice and encourage them to gather meaningful information to demonstrate the impact of their work.

### **Is our programme making a difference?**

#### **1. Improve the percentage of ‘people from different backgrounds who get on well together’ indicator**

Improve the percentage of ‘people from different backgrounds who get on well together’ indicator

Our strategic key performance indicator under ‘Clean, Safe and Active Communities’ part of the Council Plan is to improve the percentage of people who get on well together from different backgrounds. The indicator is based on the results from the Police Crime Commissioners report, which shows that from 2019-2020 the indicator has had an increase from 49.6% to 55.7%, which is getting closer to the national average. It is difficult to ascertain exactly what has caused the improvement, but the large investment of 50 projects delivered by partners and VCSE organisations will have provided catalyst to the improvement of this indicator.

#### **2. Belong Study ‘Beyond Us and Them’**

In June we joined an important piece of national research. In partnership with the University of Kent, the Integration and Cohesion Network “Belong”, Bradford’s participation will be to help researchers explore how societal cohesion has been affected by the COVID-19 crisis. To-date research has found that the Social cohesion investment areas may be better equipped to cope with the impact of Covid-19 via higher level of Social cohesion during pandemic. Bradford district along with other local authorities with social cohesion investment have comparatively shown promising results or have been higher. For example, Bradford shows:

- Highest level of engagement in social activism
- Most positive attitudes towards migrants
- Reports second strongest personal relationship with family, friends, neighbours and locals during lockdown.

The study will be completed in January 2021.