

SewGood Project

Evaluation Report

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Contents

1.	Introduction and Key Points	3
1.1.	Introduction	3
1.2.	Key findings	3
1.2.1.	Participant feedback	3
1.2.2.	Evaluation Schedule	3
1.3.	Recommendations	4
2.	Background and Context	5
2.1.	Objectives	5
2.2.	Data Collection and Methodology	5
2.3.	Sew Good Project Background	5
3.	Results of Guided Discussion Evaluation with Participants	6
3.1.	Summary	6
4.	Current Evaluation Schedule	7
4.1.	Original Evaluation Plan	7
4.2.	Current Evaluation Schedule	7
4.3.	Evaluation of Project Objectives	9
4.3.1.	Summary of Project Aim, Objectives and Outcomes	9
4.3.2.	Evaluation of Outcomes	10
5.	Findings and Recommendations	11
5.1.	Findings on Current Evaluation Schedule	11
5.2.	Recommendations for Future Evaluation	12
5.3.	Suggested Future Evaluation Cycle	13
	Appendix 1: Questions for Guided Discussion Evaluation with Participants	14
	Appendix 2: Guided Discussion Evaluation with Participants	15
	Appendix 3: Internal Evaluation Form	19
	Appendix 4: CLIF evaluation forms	21
	Appendix 5: Results of Early CLIF Additional Evidence Collection	24
	Appendix 6: Sew Good Project Objectives and Outcomes	25

1. Introduction and Key Points

1.1.Introduction

Sew Good is an inter-generational sewing project, bringing together people of different ages and backgrounds facing economic and social disadvantage in a particularly deprived area. It supports people to acquire new sewing practical skills, pass on disappearing skills from one generation to another, improve their key skills, and offer route-ways into employment and/or self-employment. The project also aims to contribute to personal and family well-being, and through the development of a social enterprise, offer sustainable economic opportunities.

This report is a review of the internal monitoring of the Sew Good Project, an independent assessment of the views and feelings of participants on the course, and gives suggestions for future evaluation.

1.2.Key findings

1.2.1. Participant feedback

- Feedback from participants was universally positive.
- Core outcomes of the project are being met, with participants reporting increased practical skills, improved transferable skills, and improved confidence and self-esteem.
- The course has had a positive effect on participants' wellbeing, with reduced stress, reduced isolation, increased motivation and more positive attitudes being reported.
- Practicalities of the course, such as hours, location and recruitment procedures, had effectively helped to remove barriers to attendance.
- Progression from the course into positive routes, such as training and/or employment is likely to be high, with many participants reporting increased motivation and raised ambitions.

1.2.2. Evaluation Schedule

- The course is being effectively evaluated at this early stage, with a wealth of monitoring data being collected, and changes being made based on evaluation feedback.
- Course objectives are reflected in the evaluations and are being measured.
- There is some duplication of questions in the surveys currently being used
- There is no formal system of recording changes, or producing action plans based on evaluation results.
- *CLIF Additional Evidence Collection* provides a useful opportunity to collect additional useful data, and devise measures of movement, both for individuals and the cohort.

1.3.Recommendations

- More formal recording of actions following team meetings and arising out of evaluations should be introduced, in the form of an action plan.
- Data gathered in the *CLIF Additional Evidence Collection* should be used to measure movement and progress, both for individuals and the cohort.
- Changes should be made to internal evaluations and surveys to avoid duplication with external surveys.
- Systems should be put in place to ensure timely collation, analysis of, feedback of and action on evaluation findings.
- Methods for evaluating and measuring outcomes that are only evident at the end of or post course should be developed, to ensure that the relevant data is captured and used effectively.
- A Final Project Evaluation/Review report, should be produced, to inform future course development, be a tool for publicising the success of the course, and for attracting future funding.

2. Background and Context

2.1.Objectives

The purpose of the Sew Good Evaluation is to externally review the project's internal monitoring and independently assess the views and feelings of the participants on the course.

The report will be used to influence refinement and improvement of the existing provision, with the aim of securing additional resources to continue into the future.

2.2.Data Collection and Methodology

This report reflects a five and a half day exercise, carried out over two months, involving desk research, feedback gathered from SSDT staff, and guided evaluation discussions with participants.

The methods consisted of:

- Review of existing evaluation forms and schedule
- Guided evaluation discussions with participants
- Collation of examples of evaluation results

The scope of this report was limited to qualitative review of existing material and qualitative data gathering through guided evaluation discussions.

This evaluation was carried out approximately one third of the way through the course, and is therefore limited to examination of evidence available at that stage. Evaluation of outcomes only measurable at the end of the course were not included.

2.3. Sew Good Project Background

Designed to support 20 people, the Sew Good project helps them to acquire new sewing practical skills, pass on disappearing skills from one generation to another, improve their key skills, and offer route-ways into employment/self-employment.

Sew Good is a pilot project, run by South Sefton Development Trust with funding from NIACE's Community Learning Innovation Fund (CLIF). The project started in October 2012, and will run to July 2013.

There are currently two groups of 12 participants, with each group undertaking training for two days a week, over nine months.

3. Results of Guided Discussion Evaluation with Participants

Guided evaluation discussions took place on 22nd January and 24th January, with each of the two learning groups. One group had been training for 10 weeks, and one for 12 weeks. Questions used are in Appendix 1.

3.1. Summary

The Open day was described as encouraging and informative. There was a positive response to the mix of people on the course, and participants found the course accessible, both in terms of travel and location, and in the scheduled hours. They were also happy with the on-going evaluation and monitoring schedule, and did not find it overly intrusive.

Participants said that they had developed good practical sewing skills through the course, in a short time. Some were confident that they would be able to use their skills once the course finished, others felt that they would need further training. However all participants felt that they would be able to make simple items to commercial standard by the end of the course. Participants were keen to pass their skills on to family and friends and skills were being put to use in the home by all participants.

Participants said that they had learnt, or improved, their team working skills. Some said that they had developed better organisational skills, and were better able to work to deadlines. One group had undertaken initial business skills training, had found this useful.

The health and wellbeing benefits of the course were recognised, with participants citing increased confidence and self-belief. They also reported reduced stress, reduced isolation, increased motivation and more positive attitudes. Several participants reported having more structure in their week and said the social interaction was very important to them. Many participants commented on the sense of achievement they had from the course, and a subsequent increase in self-worth. Several participants felt that they had gained value in their families' eyes, and were providing a good example of learning to their children.

Most participants said that their ambitions had been raised, they were more positive about the future, and more actively focussed on employment or self-employment. The majority of participants were keen to take their skills further. Several felt that they would need more skills, both in sewing and business, before moving on, while others were more confident and felt that they would definitely be at a level to move into business by the end of the course.

Most participants requested a further Sew Good course for the future, and suggested minor improvement for future courses. Several mentioned a need for improved, more professional, equipment.

Overall, participants were very happy with their progress on the course, both in terms of their practical skills development and their personal development.

Full details of responses can be found in Appendix 2

4. Current Evaluation Schedule

4.1.Original Evaluation Plan

The evaluation plan for the Sew Good Project was that it will be “evaluated throughout its lifespan, with self-evaluation by the participants in terms of their skills, how they feel about their teaching, and how they feel about themselves” and that “As part of a three tier evaluation and monitoring process the participants will be asked to log their journey at specific stages during the intervention to track progress and evaluate how the individual is developing.”

The 3-tier evaluation and monitoring process would involve:

- Profiling – recording how the client feels at regular intervals.
- Experience – relating to content and what’s been learnt.
- Impact – effect of participation.

Evaluation forms would be completed pre-, mid- and post- course, and there would be post completion follow-up at three months.

SSDT also report as required to NIACE CLIF, using their evaluation and monitoring tool (the Wider Outcomes Capture Tool), and give a quarterly progress and monitoring report to the CLIF team via telephone. They have also opted to take part in the CLIF Additional Evidence Collection Project.

4.2.Current Evaluation Schedule

The evaluation for this report was carried out part-way through the courses. SSDT have already started to collect qualitative data, and plan to use this to monitor individual and cohort progress over the period of the course.

Two main internal evaluation/survey forms were drawn up for use during the course:

- *SewGood Personal Development Survey* (See Appendix 3) – to be carried out at the beginning, middle and end of the course. To assess individual personal development, and to demonstrate progress and change in individual participants and in the cohort as a whole.
- *SewGood Learning Evaluation* – to be carried out every 4-6 weeks. To assess on-going learning and skills development, following a block of learning content, and to influence day-to-day changes in course delivery.

These evaluations have been carried out to schedule.

The Sew Good team hold monthly course review meetings, at which recent evaluation results are discussed, any necessary changes are identified, and actions agreed to implement these changes. One example of this is the addition of the 'Steps' self-confidence course, for self-selected participants, which was suggested by the trainer following personal conversations with participants and the results of the first Personal Development Survey.

In addition, through day-to-day communication, any issues that arise are discussed and changes made on an ad-hoc basis.

Skills training progress is constantly monitored and adjusted by the trainer, following general feedback, learning evaluations and evaluation of participants' portfolios. In addition, participants' practical skills will be finally evaluated at the end of the course.

There is no formal system of recording changes, or producing action plans based on evaluation results.

Results of the Personal Development Survey will be collated at the start, middle and end of the course, and movement of individual development calculated. Overall cohort development will also be documented following the final survey.

Additional evaluations were added through the CLIF Additional Evidence Collection Project, near the start of the course. This project aims to "assemble a consistent body of evidence from a wide range of different projects to demonstrate the difference that community learning makes to adults in key areas of their lives". Data collected is entered online, for collation by CLIF, and the original evidence sheets are available for SSDT use.

SSDT were able to choose three 'domains' on which to collect evidence from participants. The three chosen were:

- Social relationships: Others
- Profession to further learning
- Health: Mental

The evaluation forms for these three domains can be seen at Appendix 4, and the collated results from their first use are at Appendix 5.

SSDT also collects monitoring information via the Wider Outcomes Monitoring Tool, which details progress against project outcomes, and reports this to CLIF.

4.3. Evaluation of Project Objectives

4.3.1. Summary of Project Aim, Objectives and Outcomes

The overall **Aim** of the project is *“to improve the economic, social and mental health of 20 people in Sefton “*

Objectives are to:

- Engage new adult community learners in non-formal education
- Enable participants to develop practical skills
- Enable individuals to tap into their individual skills, talents and creativity
- Enable individuals to develop literacy and numeracy skills
- Provide beneficiaries with a marketable skill to allow them to go on to further education or training or employment
- Equip individuals with a route into employment, or self-employment through the creation of Sew Good into a social enterprise
- Enable participants to increase confidence and self esteem
- Provide opportunities where individuals can connect with each other, share ideas, learn new skills so they are able to feel good, function well and flourish
- Bring together women of different generations to pass on traditional skills
- Bring together women of different generations to create better community integration
- Involve volunteers to increase intergenerational relationships and involvement in the local community
- Increase recycling activities
- Reduce the amount of clothing and materials going to landfill or being dumped in African countries

Outcomes are:

Participants will:

- Have increased confidence and self esteem
- Feel an increased sense of wellbeing and be more relaxed
- Develop social skills, feel less isolated and more involved in their local community
- Develop new friendships with other participants
- Develop sewing skills to the level where they could sell their products
- Develop literacy and numeracy skills
- Develop and use their individual skills, talents and creativity
- Progress onto further education or training or employment/self-employment.
- Make financial savings by prolonging the lifespan of clothing and textile items
- Contribute to the reduction of the amount of clothing and materials going to landfill or being dumped in African countries

For full project outcomes see Appendix 6.

4.3.2. Evaluation of Outcomes

The table below compares the expected outcomes of the programme with the evaluations currently being used, based on the summary outcomes in the section above.

Planning & Capture Tool*	Project Objectives*	Outcome	Evaluation Tool
	1,2	Have increased confidence and self esteem	<ul style="list-style-type: none"> • SewGood Personal Development Survey • CLIF additional evidence collection: Progression to further learning
D	1, 2	Feel an increased sense of wellbeing and be more relaxed	<ul style="list-style-type: none"> • SewGood Personal Development Survey • CLIF additional evidence collection: Health: Mental
	1,2,3	Develop social skills, feel less isolated and more involved in their local community	<ul style="list-style-type: none"> • SewGood Personal Development Survey • CLIF additional evidence collection: Social relationships: others • CLIF additional evidence collection: Health: Mental
C		Develop new friendships with other participants	<ul style="list-style-type: none"> • CLIF additional evidence collection: Social relationships: others
A	1, 2	Develop sewing skills to the level where they could sell their products	<ul style="list-style-type: none"> • SewGood Learning Evaluation • SewGood Personal Development Survey • CLIF additional evidence collection: Progression to further learning
		Develop literacy and numeracy skills	<ul style="list-style-type: none"> • SewGood Learning Evaluation
	2	Develop and use their individual skills, talents and creativity	<ul style="list-style-type: none"> • SewGood Learning Evaluation • SewGood Personal Development Survey • CLIF additional evidence collection: Progression to further learning
B	1	Progress onto further education or training or employment/self-employment.	<ul style="list-style-type: none"> • SewGood Personal Development Survey • CLIF additional evidence collection: Progression to further learning • Post-course follow-up questionnaire
	1, 2	Make financial savings by prolonging the lifespan of clothing etc.	
	4	Contribute to the reduction of materials going to landfill or being dumped in African countries	

* See **Appendix 6**

5. Findings and Recommendations

5.1. Findings on Current Evaluation Schedule

- The course is being effectively evaluated at this early stage, with a wealth of monitoring data being collected, and changes being made based on evaluation feedback. Course objectives are reflected in the evaluations and are being measured.
- There are several surveys and questionnaires in place, both internally and externally devised. These effectively evaluate many of the project outcomes, although there is some duplication between the *Sew Good Personal Development Survey* and the *CLIF Additional Evidence Collection* e.g. the former asks "I am confident I can learn something new", and the latter, in the *Progression to Further Learning* survey, asks "I am confident that I can learn new skills".
- There is no formal system of recording changes, or producing action plans based on evaluation results.
- At this early stage of the course it was not possible to examine collated evidence and measurement of progress/movement against the surveys. Evaluation of outcomes that will be evident at the end of the course, for example progression to further training/employment, and the level of recycling, were also not available.
- *CLIF Additional Evidence Collection* provides a useful opportunity to collect baseline, interim and end data, and use these to measure movement and progress, both for individuals and the cohort. The data could also be used to ensure the course meets the needs of participants, by addressing identified gaps and needs.

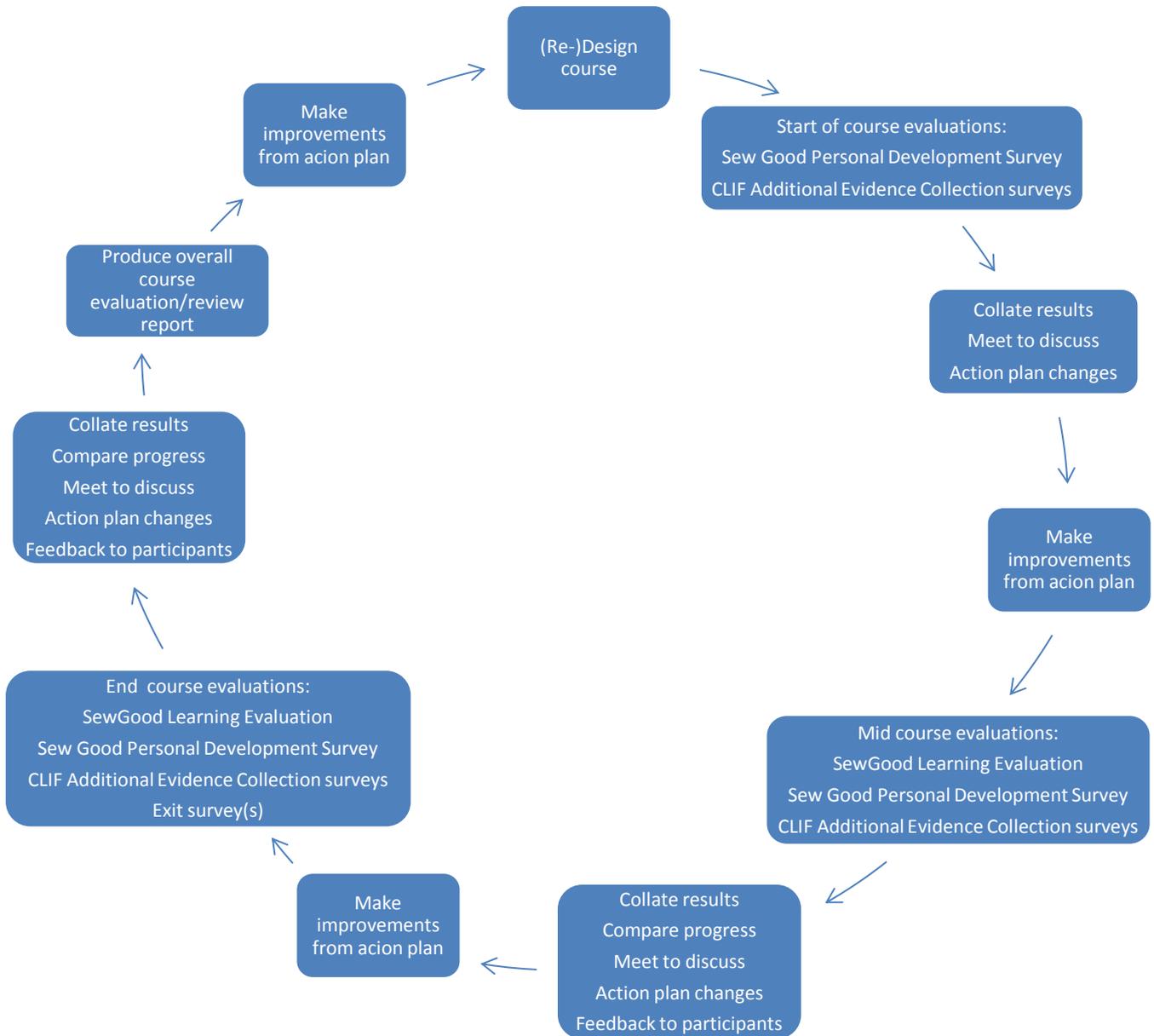
For example, the early Additional Evidence Collection has shown that:

- 21% said that they felt lonely or isolated, they did not have a good social network and strong friendships, 53% did not taking part in social activities, with 21% not socialising with people from different backgrounds.
- 32 % said that they did not feel involved in their local community, with 21% not feeling like they belonged in their local community, and 47% not taking part in local events or activities.
- 95% felt it was important for them to learn, and wanted to gain more skills, with 79% motivated to look for learning opportunities, and 69% confident that they could learn new skills. 79% wanted new qualifications, however only 63% were confident in taking up accredited learning. But only 21% said they knew where to go to find out about learning opportunities.
- 37% were motivated to go into employment and 48% knew where to find information about jobs. Only 26% were motivated to volunteer.
- 37% did not feel good about themselves, 42% said they felt depressed, and 48% said they did not deal with problems well. 27% did not feel useful.
- Despite this, 58% said they were able to manage their mental health, 69% said they knew where to get information on their mental health, and 58% knew how to access support for mental health
- 85% were also interested in other people, and 79% were interested in new things

5.2. Recommendations for Future Evaluation

- More formal recording of actions following team meetings and arising out of evaluations should be introduced, in the form of an action plan, to improve the follow-up of actions and allow monitoring of continuous improvement of the course.
- Data gathered in the *CLIF Additional Evidence Collection* should be used to measure movement and progress, both for individuals and the cohort. The data can also be used to ensure the course meets the needs of participants, by addressing identified gaps and needs.
- If the project continues under CLIF, the *Sew Good Personal Development Survey* should be amended to remove duplication of questions in *CLIF Additional Evidence Collection* surveys, to minimise the unnecessary collection of data and reduce the evaluation burden on both participants and staff.
- If the project continues under alternative funding, *the Sew Good Personal Development Survey* should be amended to reflect questions from the *CLIF Additional Evidence Collection* surveys which have proven to be the most useful measures of the outcomes.
- At this early stage it was not possible to examine collated evidence and measurement of progress/movement against the surveys, but systems will be needed to ensure that this is done in a timely fashion, is fed back to participants and informs future delivery.
- Careful consideration should be given to how outcomes that are only evident at the end of or post course can be measured, to ensure that the relevant data is captured and used effectively.
- It would be useful to produce a Final Project Evaluation/Review Report, summarising evaluation data and records of progress etc. and including management and trainer evaluation of the course delivery. This should also include an action plan for improvement and changes to be carried out before future courses are delivered. This would also be a useful tool for publicising the success of the course, and for attracting future funding.

5.3.Suggested Future Evaluation Cycle



Appendix 1: Questions for Guided Discussion Evaluation with Participants

Note: these questions are a guide for the interviewer, and are not a questionnaire to be given to the participants

1. How accessible have you found the course?
 - a. To travel to
 - b. Days, times
 - c. In terms of signing up and paperwork
 - d. Is there any change that could make it better?

2. Thinking about what you've learnt so far about sewing ...
 - a. What skills do you think you've gained?
 - b. Do you think you've learnt enough (or will do) to make some use of it?
 - c. What use do you think you'll put the skills to?
 - d. Has anyone done anything already?

3. Apart from sewing skills, is there anything else you've learnt on the course?
 - a. About the way you work?
 - b. About the way you work with people?

4. Do you think the course has made any difference to you personally?
 - a. In yourself? Confidence?
 - b. Wellbeing/health?
 - c. With family?
 - d. With friends?
 - e. Being more social?
 - f. Lifestyle?
 - g. Ambitions?

5. What do you think you'll do next?
 - a. With the sewing skills?
 - b. Generally?
 - c. What would be your ideal next step?
 - d. Is there anything you'd like the SewGood project to do?

Appendix 2: Guided Discussion Evaluation with Participants

Guided evaluation discussions took place on 22nd January and 24th January, with each of the two learning groups. One group had been training for 10 weeks, and one for 12 weeks.

Question 1: How accessible have you found the course?

All participants were pleased with the location of the course, finding the building accessible by public transport, and with good local parking facilities.

The attendance hours of 9.30 to 3pm were suitable for all participants, as it allowed for childcare and other commitments to be easily accommodated, with time to drop children off at school beforehand, and to pick up afterwards. They also appreciated the flexibility given when they needed to attend external appointments etc. Several participants said that they would prefer three days a week, rather than two, although not all would be able to commit to this.

All participants came to an Open Day in response to an advert in the local paper, and completed an application form. They felt generally well informed about the course at the Open Day, and were clear on how selection for places would be made.

Some participants commented that they preferred the collective selection process, and that they did not have individual interviews. The mix of participants, from beginners to more experienced sewers, and with a range of ages, was seen as definitely positive. Several participants commented that they'd found the Open day inspirational, making them keener to gain a place on the course, and they particularly appreciated being able to see some 'finished articles' to aspire to.

Enrolment paperwork was not seen as arduous. Participants were also happy with the on-going evaluation schedule, and did not find it overly intrusive.

Some participants said that they would have liked a bit more information about the course content, in the form of an outline timetable, although they realised that this was difficult given the flexible nature of the course.

Question 2: What sewing skills have you gained, and will they be enough to take further?

Participants listed many skills they have learnt so far on the course, including using and maintaining sewing machines, and a variety of sewing techniques. All felt that they had learnt a lot in a short time, and some expressed amazement that they now had these skills.

Participants noted that the quality of their work is improving over time, as they have more practice, and commented on the confidence they had gained to use sewing machines; several had been frightened to use one in the past.

The groups agreed that they will have gained a lot of skills by the end of the course, but feelings were mixed about how prepared they would be to take things further, with some very confident that they would be able to make effective use of the skills, while others felt that they would need more practice and further training before they would be ready to produce

work commercially. Despite this, all participants felt that they would be able to make simple items to commercial standard.

One participant commented that she preferred making whole garments, and wouldn't have done any course which is just about techniques.

There was enthusiasm about the skills learned to date, and participants were keen to pass their skills on to family and friends. One participant commented that is "nice to learn something and then use it".

Skills were being put to use in the home by all participants, both in making clothes for themselves and families, and in mending and alterations. All participants now had a sewing machine at home.

Participants had produced items for sale at a recent craft fair, and had found the experience encouraging. Many had produced gifts for families and friends, which had been well received.

Question 3: Apart from sewing skills, is there anything else you've learnt on the course?

Participants said that they had learnt, or improved, team working skills, and found working in small support teams very beneficial, with people helping each other and a good chemistry in the class. Some said that they had developed better organisational skills, and were better able to work to deadlines. They had also learned to do things in a measured way, and to persevere and finish things.

One group had undertaken initial business skills training, had found this useful, and were looking forward to more.

Participants expressed an increased interest in different materials, and how things are made.

Question 4: Do you think the course has made any difference to you personally?

There was a strong recognition of the health and wellbeing benefits of the course, with all participants stating that their confidence and self-belief had increased. Members of the groups also reported:

- Reduced stress
- Reduced isolation
- Less frustration
- Increased calmness
- Increased motivation
- More positive attitude

Several participants agreed that they had more structure in their week, and that attending the course helped them to keep busy and stop 'vegetating', and made them feel the day had been worthwhile. They felt that the course had given them the confidence to go out and meet people, and that the social side was very important, especially for those who are isolated. They had made friends on the course.

Many participants mentioned the real sense of achievement that they had from the course, which kept their motivation high, as well as making them feel better about themselves. Their confidence had also been boosted by recognition they had from other people, and from selling their items to the public.

Some reported that the course allowed them to take time for themselves, that that they were not just giving to others all the time, and being a mum. Improved confidence had enabled them to re-prioritise and establish boundaries over calls on their time.

Many mentioned that they appreciated the opportunity to bring out their creativity, that their creativity had been opened up, and that being creative had help lift their spirits.

The standing of participants within their families and social circles had also improved, with participants reporting that their families had more respect for them and for their abilities, were proud of their achievements, and happy that they were now doing something positive. They felt that they had gained value in their families' eyes, and were providing a good example of learning to their children.

Some participants had initially taken the course because it was something always wanted to do, because they wanted to gain sewing skills, or because they wanted to keep busy and give themselves a focus. Most wanted to gain confidence with sewing, and many wanted skills to gain employment or go into self-employment.

Since being on the course, most participants said that their ambitions had been raised, they had become more positive about the future, and were now more actively focussed on employment or self-employment in the future.

Several participants said that they had had lots of positive affirmation, were happier, and that the course had given them a good feeling.

Question 5: What do you think you'll do next?

The majority of participants were keen to take their skills further, with many having the ultimate aim of self-employment, or of earning an income from sewing in some way. They had clearly discussed a range of self-employment options, and different participants expressed an interest in taking up different specialisations, although some were unsure that there was enough scope to earn a living from their skills. Participants were unclear about the requirements for employment in a commercial sewing setting.

For the majority, the ideal next step was a next stage course, perhaps in pattern making, using different fabrics, how to do alterations, etc.

Several felt it was too soon for business start-up, and that they would need more skills, both in sewing and business, before moving on. Others were more confident and felt that they would definitely be at a level to move into business by the end of the course, in parallel with further training.

Some thought that an opportunity to work together in a business would be good, perhaps with the help of the Sew Good project.

A few participants, who had done the course for pleasure, were not planning to move on to work in the future.

Question 6: Anything else you would like to suggest or comment on?

Suggestions:

- The SewGood project should continue with an advanced course (this was requested by the majority of participants)
- A trip to a factory would be a good addition to the course
- It would be useful to have practice using industrial machines as part of the course
- There is a need for some improved equipment
 - a cutting table is needed, particularly to overcome issues of back ache when leaning over
 - Tailors dummies would enable participants to gain fitting skills needed for self-employed business
- It would be nice to have a sale of some sort, to help raise funds for future courses

Comments:

All participants said that they were really enjoying the course, and praised the tutor, who they felt “has faith in our abilities”, and who has been very positive and very helpful.

Appendix 3: Internal Evaluation Form



Learn sewing and dressmaking skills to improve your job prospects, save money at home or purely for enjoyment.

Sew Good Personal Development Survey

Please circle the number that best represents how you feel now, with 1 being “Not At All Confident” and 10 being “Very Confident”.

Name	
Date	

		Not at all									Very
		1	2	3	4	5	6	7	8	9	10
1	I am confident in my own abilities										
2	I am confident at meeting new people										
3	I am confident in taking on new challenges										
4	I am confident I can learn something new										
5	I am confident I can work well with other people										
6	I am confident I can achieve high standards of work										

		Not at all								Very	
7	I am confident in expressing my creativity	1	2	3	4	5	6	7	8	9	10
8	I am confident I can pass on my skills to others	1	2	3	4	5	6	7	8	9	10
9	I am confident I can produce work I will be proud of	1	2	3	4	5	6	7	8	9	10
10	I am confident my family and friends will be impressed by my achievements	1	2	3	4	5	6	7	8	9	10
11	I am confident I can go on to new challenges in other areas of my life	1	2	3	4	5	6	7	8	9	10
12	I am confident my family and friends will see a change in my confidence	1	2	3	4	5	6	7	8	9	10

Appendix 4: CLIF evaluation forms

CLIF additional evidence collection:

Social relationships: others

Project ID: CLIF_____

Individual learner ID: _____ / _____

Evidence collection for: Wave 1 / Wave 2 (delete as appropriate)

Please read the statements below and indicate how much you agree or disagree with them.

(Please tick one box on each line.)

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	N/A	Prefer not to say
I have a good social network and strong friendships.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel like I belong in my local community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel involved in my local community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel close to the people in my local area.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I take part in social activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel lonely or isolated.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I socialise with people from different backgrounds.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I take part in local events or activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

CLIF additional evidence collection: Progression to further learning

Project ID: CLIF_____

Individual learner ID: _____ / _____

Evidence collection for: Wave 1 / Wave 2 (delete as appropriate)

Please read the statements below and indicate how much you agree or disagree with them.

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	N/A	Prefer not to say
It is important for me to learn.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am confident that I can learn new skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel motivated to look for learning opportunities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I want to gain more skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I want to gain more qualifications.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have the confidence to take up accredited learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know where to go to find information about learning opportunities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel motivated to look for volunteering opportunities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel motivated to search for employment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know where to go to find information about jobs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

CLIF additional evidence collection:

Health: Mental

Project ID: CLIF_____

Individual learner ID: _____/_____

Evidence collection for: Wave 1 / Wave 2 (delete as appropriate)

Please read the statements below and indicate how much you agree or disagree with them.

(Please tick one box on each line.)

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	N/A	Prefer not to say
I feel optimistic about the future.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel useful.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel good about myself.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel interested in other people.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel depressed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I deal with problems well.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am interested in new things.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am able to manage my mental health.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know where to go for information on my mental health.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know how to access support for my mental health.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Appendix 5: Results of Early CLIF Additional Evidence Collection

From a sample of 79% of participants who completed the CLIF additional evidence collection evaluations near the start of the course.

Social relationships: others

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Prefer not to say
I have a good social network and strong friendships.	11%	37%	32%	16%	5%	
I feel like I belong in my local community.	5%	32%	42%	21%		
I feel involved in my local community.		16%	53%	32%		
I feel close to the people in my local area.		26%	37%	37%		
I take part in social activities.		32%	16%	53%		
I feel lonely or isolated.	5%	16%	21%	37%	21%	
I socialise with people from different backgrounds.		58%	21%	21%		
I take part in local events or activities.		26%	26%	47%		

Progression to further learning						
It is important for me to learn.	58%	37%	5%			
I am confident that I can learn new skills.	37%	32%	26%		5%	
I feel motivated to look for learning opportunities.	26%	53%	11%	5%	5%	
I want to gain more skills.	68%	26%	5%			
I want to gain more qualifications.	42%	37%	21%			
I have the confidence to take up accredited learning.	21%	42%	11%	21%	5%	
I know where to go to find information about learning opportunities.	5%	16%	47%	32%		
I feel motivated to look for volunteering opportunities.	5%	21%	37%	32%	5%	
I feel motivated to search for employment.	21%	16%	26%	26%	11%	
I know where to go to find information about jobs.	11%	37%	26%	26%		

Health: Mental

I feel optimistic about the future.	16%	37%	37%	5%	5%	
I feel useful.		47%	26%	11%	16%	
I feel good about myself.	11%	32%	21%	21%	16%	
I feel interested in other people.	11%	74%	11%			5%
I feel depressed.	11%	21%	26%	21%	21%	
I deal with problems well.	5%	32%	16%	37%	11%	
I am interested in new things.	37%	42%	16%	5%		
I am able to manage my mental health.	11%	47%	32%	5%	5%	
I know where to go for information on my mental health.	11%	58%	11%	21%		
I know how to access support for my mental health.	11%	47%	16%	26%		

Appendix 6: Sew Good Project Objectives and Outcomes

Project Outcomes

Sew Good was designed to improve the economic, social and mental health of 20 people in Sefton through:

- providing opportunities where individuals can connect with each other, share ideas, learn new skills so they are able to feel good, function well and flourish
- creating better community integration by bringing together women of different generations to pass on traditional skills
- providing a safe environment – a place of belonging and ownership
- creating a culture where individuals are able to tap into their individual skills, talents and creativity
- providing a non-threatening avenue for developing literacy and numeracy skills
- equipping them with a route into employment, or self-employment through the creation of Sew Good into a social enterprise
- creating role models for entrepreneurship and up-skilling in a community with higher than average unemployment and lower than average business start-up rates

No.	Objective	What difference will it make? (Outcomes)	How will you measure the difference and what evidence will you provide?
1	Engage new adult community learners in non-formal education	<ul style="list-style-type: none"> • enhance social and economic wellbeing • provide beneficiaries with a marketable skill to allow them to go on to further education or training or employment. 	<ul style="list-style-type: none"> • previous learning recorded on application forms • participants' evaluations and record of progression routes • Data collected pre-start, mid-way, on completion and post-completion.
2	To develop practical skills and to increase confidence and self esteem	<ul style="list-style-type: none"> • the ability to make, mend and create clothing and textiles, • prolonging the lifespan of clothing and textile items resulting in financial savings • relaxing participants • enhancing participants' self-esteem and confidence • equipping participants with skills they can use for employment or self-employment. 	3-tier evaluation and monitoring process: <ul style="list-style-type: none"> • Profiling – recording how the client feels at regular intervals • Experience – relating to content and what's been learnt. • Impact – effect of participation. • Data collected pre-start, mid-way, on completion and post-completion.
3	Involving volunteers to increase intergenerational relationships and involvement in the local community	<ul style="list-style-type: none"> • provide a forum for women of all ages and social backgrounds to come together to learn together and embark on a journey of personal development. • By working in partnership to develop the programme jointly, and to set up a social enterprise the women will develop social skills 	<ul style="list-style-type: none"> • Record of skills being passed on by volunteers to participants. • Monitoring of the demographics of the participants • Recording of progression routes in terms activity citizenship, community participation and volunteering.
4	Increase recycling activities	<ul style="list-style-type: none"> • Reducing the amount of clothing and materials going to landfill or being dumped in African countries. 	<ul style="list-style-type: none"> • Record of the volumes of material recycled • Pictorial document of the recycled products created

From **Wider Outcomes: Planning and Capture Tool**

	Outcome category	What change will there be? (Outcomes)	How will this be captured?	Evidence of change
A	Employment/employability	Learners will develop sewing skills to the level where they could sell their products	<ul style="list-style-type: none"> • Evaluation forms completed pre, mid and post course • Individual portfolios • Photographic record of products • Record of sew good company sale 	Learners will report the development of new skills in their activity logs, practical portfolio and evaluation, as well as records of sales of products made on Sew Good
B	Progression to further learning	Learners progress onto other relevant training	<ul style="list-style-type: none"> • Learners' evaluation forms • Post completion follow-up at three months • External evaluation 	Learners will report this as part of their exit and progression interview at the end of the course and the records of SSDT in helping identify suitable further learning
C	Social relationships: other	Learners develop new friendships with other participants, improving their social and economic networks	<ul style="list-style-type: none"> • Learners' evaluation forms • Post completion follow-up at 3 months • On-going relationship via sew good 	Learners will report that they have made new friendships, and who they might be working with to sell their products
D	Health: mental	Learners feel an increased sense of wellbeing as a result of a) sewing and b) making new friendships	<ul style="list-style-type: none"> • Learners evaluation form • Feedback forms • Post completion follow-up at 3 months • External evaluation 	Learners report increased wellbeing and social interaction