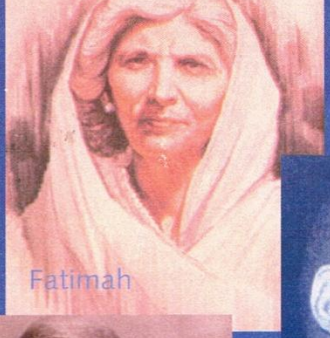
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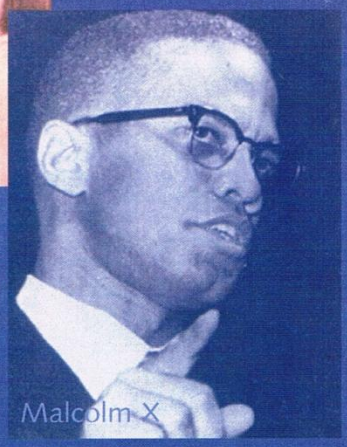
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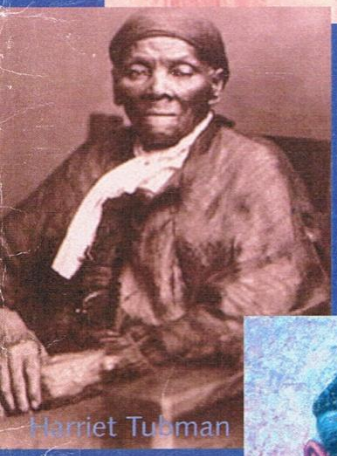
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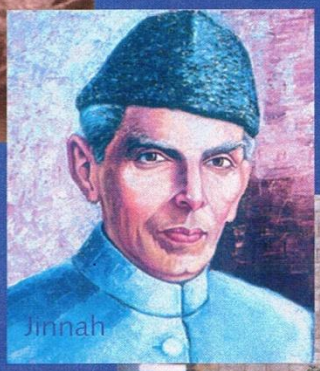
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کمیونٹی راہنما

inspire

African Caribbean and Pakistani Community Leadership Programme

today's leaders

evaluation report

Report by Icarus Collective, September 2004

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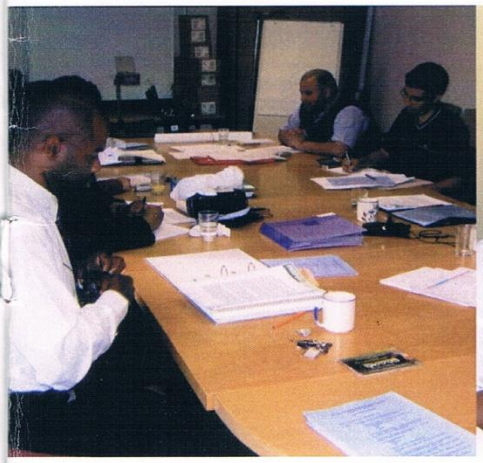
inspire

African Caribbean and Pakistani Community Leadership Programme

evaluation report

Report by Icarus Collective, September 2004

Design: Sue Heywood 01484 854058
Photo at Galpharm Stadium by Will Wintercross, all other photos by Louise Muhammad



Left to right: Sabir Hussain (facilitator) briefing participants on their group tasks in preparation for end residential; Tony Gordon (facilitator) pictured with Lea Donaldson and Louise Muhammad who jointly co-ordinate Inspire; chillin' out during a break period at a residential.
Front cover: all those who attended the first residential, September 2003.

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Errol Williams of Scholar International hosts Inspire on a visit to the Bridge Park Complex, London. This was the biggest Black project in Europe in the 1980s.

Victor Gill and Khalida Yasin win Best Presentation Style Award

1 introduction to evaluation

This report has been presented to the Inspire steering group by Nicola Stenberg from the Icarus Collective. It combines the findings of the interim and final evaluation reports, to provide an assessment of the performance of Inspire in order to inform the development of future community leadership programmes.

The report comments on three different aspects of the Inspire programme:
- management of the programme
- approach to delivery
- impact

The **findings** of the evaluation activity are outlined in sections 3.0 to 5.0. Where appropriate the evaluator has identified learning points to inform the delivery of future community leadership programmes.

evaluation methods

The evaluation tasks undertaken, methods used and questions asked reflect the process agreed with the Inspire steering group in September 2003. See Appendix 1 for a list of the questions contained within the evaluation framework.

The specific information gathering tools that were used to provide the data for this report were as follows:
- desk based review
  - participant application forms
  - exit questionnaires
  - budgetary information
  - participant evaluation questionnaires from eight 1-day sessions and the two residentials
  - inspire curriculum document Sept 2003
- in-depth interviews with 13 participants in July 04
- one to one in depth interviews with the project co-ordinators in January 04 and July 04
- questionnaire from two participants unable to attend in depth interviews
- telephone interviews with two facilitators in January and August 04
- face to face interviews with key staff from Huddersfield Pride, Voluntary Action Kirklees and Community Support Service in July 04
- telephone interviews with four mentors in July 04

Participants pictured with their certificates at the final evaluation evening, Galpharm Stadium.

Participants engaged in Signlines, a whole group exercise at the first residential.

2 introduction to Inspire

The Inspire programme commenced in September 2003 with a weekend residential for participants from the African Caribbean and Pakistani communities. Over the course of the next ten months the participants took part in a series of eight one-day sessions and then a final residential that were designed to provide people with the skills, knowledge and inspiration they needed to become effective leaders in their own communities/organisations.

The programme, which took three years to design, had a number of broad aims. These were:

- to strengthen and develop human resources within the community
- to enable sustainable development through the embedding of skills
- to produce 'new blood' within the community
- to establish a sustainable mechanism for future community activity
- to enable ethnic minority communities to understand the systems and structures they are working within
- to enable better communications within and between communities

This was a pioneering project – which wanted to test some new ways of investing in the BME community and voluntary sector whilst also seeking to foster a sense of unity and collaboration between communities. The project was described as a 'pilot', indicating a commitment to learn from the successes and limitations of the programme. This evaluation report highlights some of the key lessons that have emerged over the course of the past twelve months.

Co-ordinators (Lea and Louise) with Sabir (facilitator), marking the group presentations at the end residential

3 management of the programme

3.1 Programme co-ordination and administration

Inspire has been jointly co-ordinated by development workers from Kirklees Racial Equality Council (KREC) and Huddersfield Technical College (HTC), who have each allocated part of their hours to the programme. A part-time administrator was recruited to provide additional support in Autumn 2003. In February 04 one of the co-ordinators changed employment, leaving Inspire with one part-time co-ordinator. In the Spring 04 the administrator also took up full time employment elsewhere. KREC then undertook the administration of the programme in-house.

findings

Effective co-ordination has played a critical role in ensuring the smooth running of the programme. The co-ordination responsibilities have included keeping participants and facilitators fully informed about the programme activity, booking venues and childcare, arranging visits, providing materials and resources, undertaking housekeeping and following up non-attendance. There was wide consensus amongst all the participants that co-ordination of the programme had been of the highest possible standard. The lead facilitator commended the co-ordinator for her "excellent leadership and organisation skills" and underlined the pivotal role she has played in ensuring the success of the programme.

learning points for future programmes

- It is essential to dedicate resources to co-ordination and administration. Aim to recruit a full time co-ordinator and part time administrator. Ensure that the co-ordinator has a good understanding of the course content and has the knowledge and skills to support its development

3.2 Programme resources

Inspire secured revenue costs of £56,893. These costs were met by Huddersfield Pride SRB5 programme. Additional funds have been secured from Groups for Growth to assist with the design of a logo for the programme and the production of a multi-media presentation at the launch. Huddersfield Technical College has given in kind support regarding the administration post (desk space, postage, phone etc). In addition, steering group members have provided in-kind support to the programme.

The African Caribbean Trust for Kirklees (ACT) are the budget holders for the programme, although Inspire is a partnership project between them and the Huddersfield Pakistani Community Alliance (PCA). This relationship was fostered through the employment of the two respective development workers employed by Huddersfield Pride in 2000.

Prior to the delivery of the programme, a significant amount of time was committed to development by the SRB5 funded Involving Communities development workers and other steering group members.

findings

There was widespread agreement amongst the course participants that the programme had been well resourced. The training venues, training resources, stationery and catering were all considered to be of a high standard. In particular, participants found the course handouts, toolkits and publications very useful. An analysis of the programme expenditure reveals that the steering group prepared a realistic budget for delivery, which took into account the full range of costs that they would incur. A breakdown of the programme expenditure is provided in Appendix 3.

The level of investment in Inspire provides an indication of what would be needed for similar projects in the future. However some crucial costs such as course development, project co-ordination and steering group members time also need to be included to provide a full picture of the costs of the programme.
The programme costs for Inspire programme, incorporating co-ordination, amount to approximately £100,000. This amounts to a per-capita investment of £5000, assuming 20 participants take part in the programme.

3.3 Inspire steering group

A multi-agency steering group has guided the Inspire programme through its development and delivery phase. The steering group consisted initially of representatives from Voluntary Action Kirklees, Groups for Growth, Kirklees Racial Equality Council, Huddersfield Technical College, Huddersfield Pride and KMC Community Support Service. Updates and minutes are also distributed to ACT and PCA.

findings

Although the steering group worked well in the early stages of developing Inspire, it has been less effective in the latter half of the programme. Changes in personnel have affected the stability of the group and as a result communication between members has been poor (one steering group member commented that they have not been kept informed of meetings). The dual role of one steering group member as partner and funder have created additional challenges for the co-ordinator.

learning points for future programmes

- Steering groups need to ensure that members can offer skills in:
  - co-ordination/organisation
  - budgeting and fundraising
  - community development and activism
  - community education
- Steering groups should have appropriate representation from the communities that are being targeted wherever possible.

Natalie Gray and Farooq Latif win Best Presentation Content Award

Louise Muhammad promoting Inspire at the 'Activate' event during Bradford's Adult Learners' week

3.4 Development worker input

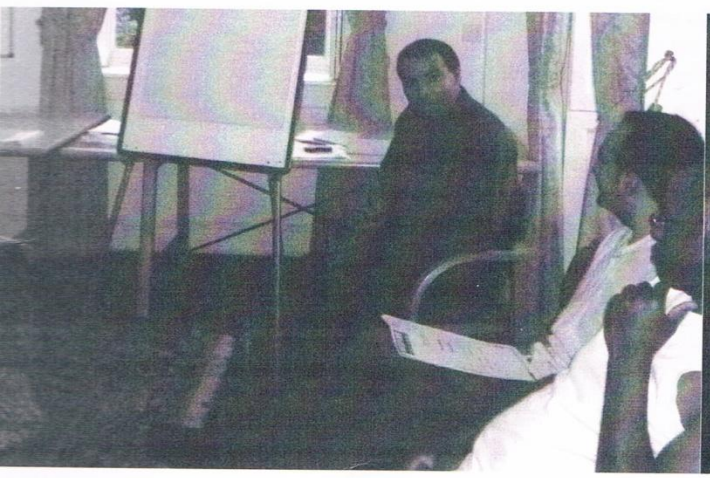
Inspire has taken three years to develop (from the initial idea to actual delivery). A substantial amount of the development work for the programme has been undertaken by the Huddersfield Pride (SRB5) funded African Caribbean Partnerships Officer and Pakistani Community Partnerships Officer. Both workers were active on the steering group although the Pakistani Community Partnerships Officer left his post in Spring this year.

findings

Without the input of the Pakistani community and African Caribbean community development workers, Inspire would not exist. They have been pivotal in terms of identifying the need for the programme, developing its content, recruiting participants and co-ordinating delivery. They have also been available to participants who have questions or concerns about the programme and where necessary they have been able to explore with participants their reasons for non-attendance. The absence of a development worker from the Pakistani community in the latter half of the programme has been viewed as extremely unfortunate given the important role that he could have played in terms of assisting participants to apply their learning to their work in communities.

learning points for future programmes

- Recognise and utilise the contribution that development workers can make in terms of developing course content, participant recruitment, acting as role models and supporting the transference of learning.



Paul Macey of Creative Collective joins the end residential to train participants on publicity and the media

A small group of participants being hosted on a visit to Al-Hikmah Centre in Batley

4 approach to delivery

4.1 Selection of facilitators

The Inspire steering group initially embarked on an open tendering process for recruitment of facilitators/trainers, with the intention of appointing different deliverers for each session. However, after consultation with the Bernie Grant Trust – an organisation with experience of managing a similar community leadership programme – the steering group decided to actively 'head hunt' suitable facilitators for the programme. Four facilitators were appointed to deliver the overall programme, and one facilitator has been responsible for approximately two thirds of the programme.

findings

By selecting just a small number of facilitators, the co-ordinators feel that the steering group has been able to exercise more control over the quality of delivery. There is a strong feeling that the consistency of personnel has been very important in terms building up and maintaining good relationships with the participants, providing participants with Asian and Black role models and ensuring the retention of participants on the programme.

The feedback from participants that were interviewed indicates a high level of satisfaction with the facilitators. Participants were extremely complementary about:

- the commitment and enthusiasm of the facilitators:
  - *"their heart was in it, they really believed in what they were doing"*
  - *"they are sincere people who want to contribute and empower"*
  - *"they were motivational in the way that they delivered it"*
- their knowledge of the subject:
  - *"they were practioners as well as teachers – they knew the work"*
- the variation in their teaching styles:
  - *"they all had a different style. They were engaging and mixed us around."*

A number of participants commented that they felt that they had developed a very good relationship with the facilitators over the course of the ten month programme. They felt confident about approaching them for support and information and they intended to stay in contact with the facilitators after the programme. One participant commented *"It's good to restrict the number of facilitators. If you have a small number and they are good, then a real bond develops and this is priceless. Errol and Sabir [facilitators] will be in my diary for life."*

The end-of-session evaluation also indicate that participants were very satisfied with the quality of the training sessions. Each session was scored medium to high across all participants in terms of

- how enjoyable it was
- organisation/structure
- stimulation
- meeting individual needs

See Appendix 4 for a graphical representation of the participant scoring for each session.

A number of suggestions were made about how the delivery of the course content could be improved. A number of people felt that whilst it was positive that there were only four facilitators, they would have preferred for the delivery to be more evenly shared. It was also suggested that individual facilitators should vary their style and approach more frequently in order to accommodate different learning styles. The absence of a female facilitator was felt by some participants to be a weakness in the programme.

learning points for future programmes

- Recruit a small number of facilitators/trainers for delivery of an overall programme.
- Use networks to identify and recruit high calibre facilitators/trainers
- Share delivery as evenly as possible between facilitators
- Try to ensure female and male representation in terms of course delivery

4.2 Recruitment of participants

In June 2003 there was a high profile launch of the Inspire programme. This was followed by a six week recruitment drive when anyone interested in attending the course was required to complete a four page application form. The form asked whether the applicant was engaged in community activity and whether a community/voluntary organisation was nominating them for a place. Other questions asked about availability, childcare needs and literacy/ numeracy.

findings

The recruitment strategy was successful in identifying ten applicants from the African Caribbean community and ten participants from the Pakistani community. However it was considerably harder to recruit from the African Caribbean community and a lot of additional time and resources were devoted to finding appropriate people, putting a lot of additional pressure on the co-ordinators. A number of the well-known local African Caribbean organisations did not put anyone forward for a place on Inspire. The co-ordinators feel that this was partly because some organisations were unable to see the benefits or the potential of the programme. Also a management programme was already running that was benefiting some African Caribbean organisations hosted by Eagle Eye Enterprise Ltd. Another problem appears to be capacity – i.e. that individuals were unable to make the significant time commitment that Inspire requires.

A review of the participant application form reveals that half the applicants found out about Inspire by attending the launch. The remaining applicants found out about the programme through word of mouth, flyer and work related meetings.

Two African Caribbean men and one Asian woman accepted a place on the course but did not turn up to the first session. This created an imbalance in the early stages. However two of these places were subsequently filled and the retention and attendance has been high. Approximately 14-15 people attend every session. When asked why they had missed sessions, participants cited family circumstances, holidays or illness as their main reasons for non-attendance. The high levels of attendance and retention suggest that the application process was effective in terms of recruiting people that were able and willing to commit to the whole course.

In order to be eligible to take part in Inspire, applicants needed to demonstrate that they were engaged in community activity or willing to become involved in a community/voluntary organisation during the programme. Three of the participants recruited had no previous experience of community work and, of these, two left the programme early. Whilst both of these participants cited personal circumstances as their reason for leaving, it is possible that their lack of experience impacted upon their commitment to, and engagement with, the course.

learning points for future programmes

- Dedicate considerable time to a targeted/strategic recruitment process, using existing networks to identify appropriate people for the course
- Consider using roadshows to promote the course as an alternative to one large launch event
- When promoting the course, demonstrate the impact that it has had on participants, organisations and the wider community. Consider appointing 'ambassadors' for the programme – i.e. previous participants who can promote the programme within their own community.
- In addition to using an application form to recruit participants, consider using one to one interviews. This would provide an opportunity to explore in more detail with individuals their individual circumstances and their suitability for the course. It would hopefully reduce the likelihood of people accepting a place on the course but not turning up to the first session.
- Restrict recruitment to individuals currently engaged in community and voluntary activity who have a lot of potential for development

4.3 Community cohesion

The Inspire steering group set out to recruit ten participants from two different communities and train them together. This strategy was chosen in order to 'enable better communication between communities' – one of the main goals of the programme. This approach was considered to be pioneering – as the steering group were unaware of any other project that had brought together two minority ethnic communities over such a prolonged period.

findings

Every participant that was interviewed viewed the experience of bringing together two different communities as extremely positive. The following benefits were identified:

- It enabled people to recognise the similarities in experience between the African Caribbean and Pakistani communities
- It challenged peoples' preconceptions and prejudices
- It fostered a deeper understanding between the communities
- It reinforced a sense of unity between the two communities
- It provided some participants with useful routes into another community which they have utilised in their work

The following comments were typical:

> *"I've realised there is a lot of overlap in the experience of the two communities. If we want to work in partnership, this is where it can begin."*

> *"The whole course was about reinforcing the unity between communities and getting rid of the negatives and concentrating on the positives. I got to know the Asian community very well. I had my own stereotypes before I started the course but the course dispelled these."*

Much of this feedback concentrates on the benefits of bringing together the two communities for the individuals involved. Participants found it harder to comment on the wider gains of this approach in terms of the impact on their respective communities. A number of people said that it is 'early days' and that they would stay in touch with the other participants and possibly develop joint projects in the future. This is clearly a very positive and encouraging sentiment. However, it also suggests that opportunities may have been missed on the course to cement

relationships between the two communities and identify real opportunities for joint initiatives

The Inspire steering group recruited trainers that were representative of the target communities and sought to ensure that the content, resources and catering are culturally balanced and appropriate. Although the co-ordinator has been able to share a lot of her own resources about the African Caribbean community, accessing Asian resources to support the course content has been much more difficult. Whilst the trainers are from both communities, a substantial part of the training programme is being delivered by an African Caribbean facilitator. For some of the participants, this imbalance has been an issue:

> *"Much of the work has been angled around the African Caribbean community. Most of the sessions have been delivered by African Caribbean facilitators. They all did excellent jobs as individuals but it would have been good to have more of a Pakistani perspective, particularly on the history."*

learning points for future programmes

- Inspire is a pioneering programme in terms of bringing together two communities over a prolonged period. Future programmes should identify and support opportunities for joint working between members of different communities. This would be a very powerful outcome for the programme.
- Dedicate sufficient time prior to the commencement of a course to identify resources that are culturally appropriate and balanced.
- Ensure the representation from different communities is as balanced as possible
- Invite additional guest speakers (that reflect a mix of ethnic backgrounds) to address particular topics as much as possible

4.4 Training facilities

The Inspire programme has been delivered within the Hudawi Cultural Community Centre, a council owned building but one the African Caribbean community identify with historically.

findings

The general consensus amongst participants that were interviewed was that the Hudawi Centre was adequate because of its central location, parking and crèche facilities. A number of participants commented that noise levels within the building were sometimes distracting and a few people suggested that the use of one or two other buildings would have provided a refreshing 'change of scene'.
It has also been suggested that in the interests of ensuring a balance across the two communities, it would have been good to also use an Asian community venue for delivery. However, at the time of delivery the Steering Group were not aware of an Asian venue with all the facilities that the Hudawi has been able to offer.

Participants were generally very positive about the venue for the first residential – Losehill Hall in the Peak District. People were less satisfied with Trafford Hall – the location for the second residential.

learning points for future programmes

- Use community buildings for delivery of the programme wherever possible
- Try to ensure that the community buildings reflect the communities being targeted
- Recognise the resource implications of using buildings that do not provide a catering service
- Provide crèche facilities

4.5 Course content and intensity

The Inspire programme has been devised by the steering group to provide participants with the essential knowledge, skills and inspiration that they need to become leaders within their own communities.

findings

The participants were generally very positive about the course content. The subjec mix was considered by everyone to be appropriate, equipping them with the basic information they need to undertake development work within their own communities. A few suggestions were made about adjusting the subject order so that media/publicity and evaluation/monitoring are covered at an earlier stage. A number of people also suggested that more time is devoted to employment issues and the law as this is becoming an increasingly important issue for the voluntary and community sector. One person suggested that the course content includes an analysis of the perspective and experiences of different generations, in particular youth and elders.

One criticism of the course which was raised by a number of the participants was the limited opportunity to discuss issues relevant to Kirklees. For example, some people said that they would have welcomed an opportunity to debate some of the issues and challenges that are facing the umbrella organisations within the African Caribbean and Pakistani communities in Huddersfield.

In terms of the course intensity, views varied across participants. The predominant view was that the steering group had got the balance right in terms of covering the course content but not overburdening participants with information. However a number of participants felt that there was not enough opportunity for debate and reflection and the away-days were generally too long and intense. Most people commented that although the residentials were worthwhile in terms of enabling the group to gel and explore some issues in more depth, the schedule was extremely taxing. There was general consensus that the residentials should have included more 'free time' in the evenings as well as more opportunities for review, reflection and informal learning.

learning points for future programmes

- The content of the Inspire programme has been well received by participants. Recognise this when devising the structure and content of future courses. Consider making changes to the subject order and offering some extra (optional) sessions on more complex but crucial issues such as employment and the law
- Ensure that there are opportunities for participants to debate local issues and concerns
- Replicate the structure of an opening and closing residential and a series of away days. Ensure that the residentials provide space for review and reflection.

4.6 Visits

Participants on Inspire were given the option of visiting three different projects – Bridge Park in London, Quest for Economic Development in Bradford and the Al Hikmah Centre in Batley. The visits were organised to provide participants with an opportunity to learn from the experience of others and to demonstrate what can be achieved through collective action. Each host organisation was asked in advance to prepare a structured presentation to the participants, which would highlight what they had achieved and the lessons they had learnt.

findings

Attendance at the visits was high given that they were optional. Over half the participants attended at least two visits and one third attended all the visits. Participants felt the visits were extremely useful in terms of highlighting the challenges and gains of community development work. Typical comments about these visits included:

"It was good to get experience of real projects – and to learn about their successes and struggles"

"We learnt a lot about how much effort has to be put in"

"They taught us what happens if we don't communicate, what happens if we do communicate and what happens if we don't carry out our paperwork properly."

Everyone interviewed felt that opportunities for structured visits enhance the course programme and future courses should offer these. A number of participants said that they felt that it should be compulsory for participants to attend at least one visit and four participants suggested that there should be more local visits, or the flexibility should be built into the programme to enable it to respond to local opportunities to visit initiatives as they arise.

One person suggested that on future programmes, the visits could be more 'integrated' into the course programme so that there would be an opportunity to discuss some of the issues arising from the visits during the course sessions.

learning points for future programmes

- Structured visits to projects can greatly enhance the course programme. Consider whether at least one visit should be compulsory
- Provide opportunities to visit at least one local project
- Provide opportunities for participants to discuss what they learnt from the visits in the course sessions

4.7 Accreditation

When the steering group designed the Inspire programme they explored the potential of accrediting the course through the Open College Network. This was not pursued in the end and the course programme began without a qualification option. Very early on the lead facilitator suggested that participants could be given the option of completing an assignment in order to gain the foundation qualification from the Institute of Leadership Management (ILM). This option was put to participants on the very first residential.

findings

Of the 17 participants that completed the programme, 16 registered for accreditation. Of this group, 12 went on to successfully complete their assignment and gain accreditation. Of the people that did not gain accreditation, two said that they were simply too busy and one said that the level of the award was too far below his existing qualifications.

The participants that did complete the qualification were asked to explain why they wanted to gain accreditation. They gave the following reasons:

- to gain ILM membership
- to have something to put onto my CV
- to prove that I had taken part in the course
- to give me an opportunity to reflect on what we have covered and apply it to my current community work
- recognition for my commitment to and achievements on the course
- something to show my children and inspire them

There doesn't appear to be a direct relationship between the existing level of qualifications of individual participants and their decision to complete the assignment. Some of the participants were qualified to degree level but still felt that it was worthwhile to gain accreditation because of the assignment's practical focus.

On the whole the participants described their experience of completing the assignment in very positive terms. They were very satisfied with the flexible nature of the assignment as they had freedom to choose what element of their paid or voluntary work they wanted to focus on. A number of the participants said that they been able to use their assignment to inform the development of the community/voluntary organisation they are involved in. The following examples illustrate the benefits of the practical focus of the qualification:

- One participant chose to do her assignment on the Pakistani Youth Forum and how it could be improved. She presented her report to the Pakistani Community Alliance who are very happy with it because it provides the Youth Forum with some direction. She has now been encouraged to take the first steps that she proposed.
- One participant chose to document the history and development of the PCA. This report has already been disseminated to other agencies in Kirklees and will provide useful supporting information for any future funding applications.
- One participant used the assignment to identify ways in which her organisation could address issues raised at a recent staff away day.
- One participant chose to use the assignment to reflect on weaknesses, strengths, future challenges and opportunities of his own organisation – Chaanun Youth Theatre.

The feedback from some participants about the content of their assignment suggests that the flexibility of the qualification may need to be reviewed in the future. A small number of the participants chose to focus their assignment on their paid work in the public sector and therefore missed out on an opportunity to review/assess/analyse a piece of community activity. Given that the purpose of the Inspire programme is about developing community leaders, participants should perhaps in the future be required to make the community and voluntary sector the focus of their assignment.

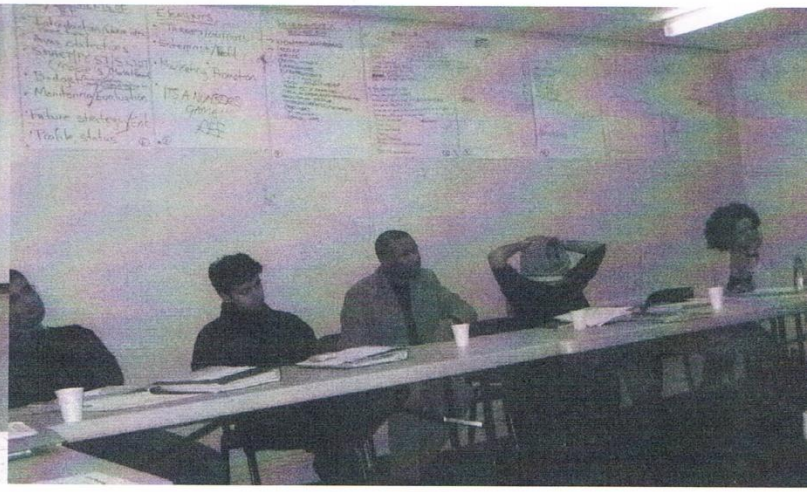
Most of the participants said that they felt the qualification was introduced at the right point on the course and they had access to the support that they needed to complete the assignment. However there were a number of suggestions about how the accreditation process could be improved in the future. These included:

- consistent enforcement of deadlines across all participants
- provide feedback to participants about their assignments
- ensure that the course content covers how to produce graphs and how to structure a report so that participants have the basic skills that they need to complete the assignment
- provide opportunities for participants to present their assignments to each other

learning points for future programmes

- The ILM qualification adequately accommodates the content of the programme and the needs of participants. This is an appropriate qualification to offer participants on future courses.
- Require participants to focus their assignment on an example of community/voluntary activity
- Ensure that the course content covers information participants will need to complete the assignment – such as how to present graphical information and how to structure a report.
- Ensure participants receive written or verbal feedback about their assignment.

Participants doing some small group work, Monitoring and Evaluation Away Day



What are the key elements of a business plan? Away Day, 27 March 2004

4.8 Mentoring

All participants on the Inspire programme were offered a mentor to provide them with additional support throughout the course programme. Mentors were identified by members of the steering group because they were considered to ha the skills and expertise to advise and support people on different aspects of community leadership. Participants were organised into groups and each group was assigned a mentor. The first meeting between the group and their mentor w co-ordinated centrally by the steering group. After this point, mentors and mentees were expected to make their own arrangements for subsequent meetin Half way through the Inspire programme the steering group member responsible for co-ordinating the mentoring element of the programme changed employmen and it was difficult for the co-ordinator to give this element of the programme th attention that it needed.

findings

The mentoring element of the Inspire programme has had mixed success. Although five mentors were identified only three of these had regular meetings with their mentees. One mentor unfortunately became very ill during the programme and one mentor found it very difficult to agree a mutually convenien time to meet with his group of mentees.

The participants that did meet regularly with a mentor indicated that on the who this had been very useful. Participants were grateful to mentors for the time they had made available, the flexibility they had shown and their commitment to the mentoring relationship. Unsurprisingly, participants gained different things from the mentoring experience. This included:

- having access to advice and support about the course assignments
- having an opportunity to share their work experiences with other mentees in their group
- having an opportunity to review personal development on the course
- having access to useful information about contacts within the community

The feedback from participants and mentors indicate that there is a lot of scope t improve the mentoring element of the programme. It was clear from interviewin the mentors that they had interpreted their roles differently. Two mentors saw th role as very *"practical"* and had spent most of the time assisting participants wit course assignments and discussing questions arising out of the course. One mentor, who saw his role as much broader than this, focused on the personal development of his mentees and encouraged them to identify the steps that they need to take to develop their effectiveness.

A clear message from the mentors and the participants was that they would have liked to have more information from the outset about the purpose of the mentoring relationship and what was expected of them. A number of participant said that the mentoring meetings should be used to discuss the practical application of the course content. This would require mentors to have a good understanding of the overall programme and the session content and course assignments.

Other participants said that a broader focus on personal development and effectiveness was very useful but it should start much earlier. This last point was echoed by one of the mentors who felt very strongly that mentees should be encouraged to produce personal development plans (PDPs) at the outset of the programme and the mentoring sessions should provide a space for them to focus on their PDPs, reflect on individual progress, set goals and acknowledge achievements.

It was disappointing for all concerned that two of the mentoring groups did not meet. In both cases it seems that more effective co-ordination could have prevented this situation. Firstly, one group found it impossible to co-ordinate their diaries and would have preferred to have a longer 'lead in' time so that they could plan their mentoring sessions well in advance. Secondly there was no contingency plan in place to respond to a situation when a mentor becomes ill.

learning points for future programmes

- Mentoring has a very important role to play in terms of providing added value to a community leadership programme. However the role of mentors, their support needs and the overall co-ordination of this element of a programme need careful consideration in advance.
- Introduce mentors at a very early stage in the programme
- Be very clear about the role of mentors and ensure that this is communicated clearly to both participants and mentors from the outset
- Be clear about how the mentoring element relates to the rest of the programme and ensure that participants are clear about the expectations on them in terms of attendance, preparation etc.
- Develop a clear set of criteria for selection of mentors, ensuring they have the appropriate skills, knowledge and experience to carry out their role
- Dedicate resources to support the mentoring element of the programme so that mentors and mentees have an opportunity to raise and address any difficulties they are experiencing.

Mohammed Ali, Chief Executive of Quest for Economic Development in Bradford, pictured with participants when he hosted a visit, June 2004

5 impact

5.1 Learner progression

One of the main goals of Inspire was 'to strengthen and develop human resourc within the community'. It is therefore critical to determine the extent to which tl course did enable learners to progress their knowledge and understanding of community activity.

findings

The participants were given an opportunity at the first residential to indicate thei current level of skills and understanding in relation to community leadership. However this exercise was not repeated at any other point in the course. This absence of any formal opportunities for individual review and reflection was considered by some participants to be a weakness in the Inspire programme. On participant suggested that future programmes should consider asking participant to complete a learning journal. Another participant suggested the need for opportunities to have one to one discussions about personal progress with peopl who were very familiar with the course content.

The task that was set near the end of the course required participants to work in groups and prepare a presentation outlining how they would bid for funds to regenerate a fictional community. Participants were required to draw on a lot of the information that had been covered during the programme and put into practice their presentation skills. Many of the participants felt that this task provided a useful mechanism to measure their progress on the course and demonstrate what they had learnt. As one person said, *"When I started the cours I was worried about my language skills and I didn't think that I would be able to do a presentation. However I gained a lot of confidence during the course – the presentation that I did at the end showed me this."* However there were a number of suggestions from participants about the use of tasks in future programmes. These were:

- Set tasks throughout the programme as they provide an excellent opportunity t review and apply the course content to practical exercises. As one participant said *"the best way to learn is to be challenged"*
- Set tasks that require participants to practice certain key skills, such as presentation skills, report writing, influencing, facilitation, partnership working etc
- Allow time after tasks have been completed for self-reflection and group reflection about how well the tasks were carried out
- Ensure that information about some of the key skills such as report writing and delivering presentations is covered early on in the course so that people can draw on this when completing tasks
- Set tasks that are focused on local and current issues/concerns. For example one participant suggested that a task could have been to develop a forward strategy for the Inspire programme.

Despite the absence of formal mechanisms to review and identify learner progression, the participants were confident that they had gained a great deal personally from attending the course. Amongst the many benefits that were identified were:

- **Growth in self-confidence** – *"Inspire has given me the energy to speak boldly to people. This is important because leaders should be able to convince others to take the journey."*
- **Greater awareness of local politics** – *"It has opened my eyes to the possibility of one day being an elected member of the council."*

- **Recognition of the importance of education** – *"It is through doing that we learn. Education never stops until the last day of your life."*
- **Improved communication and presentation skills** – *"I feel confident that I can discuss a range of different topics and I have no fear of dealing with big organisations."*
- **A greater understanding of the qualities of a leader** – *"The course has taught me the importance of patience. I now recognise when it is appropriate to put myself forward and when I need to lead from behind and bring other people in"*
- **An appreciation of the potential of people** – *"You need to recognise the potential within the community and share the leadership role with others. There needs to be many leaders in the community. One person alone cannot bring about change – it has to be a shared vision".*

learning points for future programmes

- Build into the programme formal opportunities for participants to measure their progress
- Set tasks that have local relevance and challenge participants to apply the course content and practice key leadership skills
- Define clearly what role mentors have to play in terms of assisting participants to measure their individual progression

5.2 Strengthening the BME voluntary and community sector

The Inspire curriculum document clearly states that the programme has been devised as 'an investment towards a more productive and sustainable future for the African Caribbean and Pakistani communities of Huddersfield'. It aims to help people to manage and develop community groups more effectively and have a real input into community development. Key agencies providing infrastructure support in Huddersfield shared this aspiration for the programme: Voluntary Action Kirklees and Huddersfield Pride were keen to see new leaders emerge within the BME sector; Community Support Service hoped the programme would identify 'new blood' to address the gaps that had been left by the demise of some key organisations, particularly in the Pakistani community. It is therefore essential for the programme to measure the extent to which it has contributed to the strengthening of the BME sector.

findings

Participants were asked in their evaluation interviews to explain their reasons for joining the Inspire programme. Their responses can broadly be summarised as follows:

- to better equip me for my voluntary work in the community (six participants)
- to better equip me for my paid work in the community (six participants)
- to introduce me to community work (two participants)
- to gain skills that would help me gain paid employment in the community (one participant)

It was clear from the interviews that without exception every participant set out with the intention of using their learning on the course to strengthen their work in the BME voluntary and community sector or introduce them to the sector. The extent to which participants have actually applied their learning to their community work is reviewed below. The table lists each of the 15 participants that contributed to the evaluation and highlights how they feel they have utilised their learning on the course.

Participant	Names of groups/organisations that have benefitted	How the organisation has benefited
P1	Sisters of Substance- Women's group in church Kizzie project – provides activities for disengaged youth Church Saturday Club	Established and launched the group Assisted project to make links with schools and and other community groups. Doing a lot of networking Signposted the Pastor to other organisations, resulting in the Club getting new computers
P2	Pakistani Youth Forum Creative keys proposal Chaanun Youth Theatre	Encouraging them to use theatre as a tool for motivating others. Making links to mainstream Designed a project that will bring together three different communities from different parts of Huddersfield using the Inspire structure of residentials plus a series of sessions. Clearer about direction of the organisation, the future challenges and opportunities
P3	Various Asian Women's groups	Gained employment at VAK as Asian Women's Development worker
P4	ACT	Became a director and treasurer of ACT. Developed equal opportunities and diversity policy
P5	ACT Info magazine Deighton sports council	Generally feel better qualified to carry out responsibilities in all three organisations
P6	KMC	Increased confidence and improved skills in time management and leadership
	Suga Brown	Contributed to building a stronger organisation, providing dance classes to young girls. Suga Brown is now relocating and has a much stronger foundation.
P7	Calderdale and Kirklees Careers	Increased confidence in terms of taking on new responsibilities and networking
P8	Local Asian radio station for young people	Learnt about the importance of giving young people a voice
P9	Anware-e-madina mosque Aemygo youth group	Vice secretary – utilised knowledge about different roles in the organisation. Now aware of: how to involve people; importance of setting aims and objectives; importance of policies; the need to take people along with you

P10	Pakistani Youth Forum	Identified new direction for youth forum. Feel more confident about motivating young people and convincing them that anything is possible. More aware of the importance of evaluation and monitoring.
P11	Pakistani Community Alliance	Now more aware of importance of strong management committee, the need to control finances and legal issues. Now developing a vision for a new centre for the PCA and putting in vital mechanisms to make this possible.
P12	Pakistani Community Alliance KMC	General secretary – has helped to define different roles. Assisted with persuasive skills and now aware of importance of networking. Development of an equality policy by drawing on some of the learning from the course.
P13	No examples	
P14	KMC Black men's group Women's group	Encouraged a volunteer to be involved in the Young Peoples Service. Training the individual to become a youth worker. Learnt about the importance of planning, structure and evaluation.
P15	Muhammad–Ali Sports and Community Centre	Gained employment as development manager. Will draw on increased self-confidence, presentation skills and knowledge about effective organisations to develop the organisation.

In total, participants identified 16 BME community and voluntary organisations that will benefit directly from their involvement in Inspire. Approximately one third of the participants on the programme were already playing key roles in some of these organisations. Nevertheless they were able to identify ways in which Inspire had increased their effectiveness as community activists. A key question concerns the extent to which the Inspire programme provided these participants with *additional* skills and knowledge and the degree to which this has impacted upon the effectiveness of the organisations they are working in. At this stage this is an impossible question to answer. As a number of the steering group members acknowledged, the process of building capacity within communities is incremental. Inspire has energised and better equipped a number of key individuals. However the true impact of the programme is only likely to be realised after the programme has been repeated a number of times. In order to gain some indication of the impact of the programme, it would certainly be necessary to visit each of the organisations identified above within 6-12 months and seek views about the contribution that the Inspire 'graduates' have made. This would also provide an insight into some of the factors that both aid and inhibit the application of learning from the programme.

One quantitative indicator of impact is the number of participants that gained employment within the infrastructure sector as a result of their involvement in Inspire. As one steering group member said *"it is really hard to recruit people from BME communities into the infrastructure sector because of a shortage of skills and experience."* Certainly, a number of the participants interviewed felt that their involvement in Inspire had significantly enhanced their employment potential. Two participants gained employment as development workers within the BME voluntary and community sector and felt that Inspire had contributed to their appointment. One participant who was working with Pakistani youth increased her hours from part time to full time because Inspire had motivated her and equipped her with the skills to access funding to extend her post. Three other participants changed employment whilst they were on the programme and said that Inspire had motivated them to make the change.

It is concerning that three participants did not complete the programme and one participant that did finish was unable to identify any way in which his work within communities had benefited from his involvement in Inspire. Given the level of investment in each participant (approx £5,000), there is clearly a need to learn from this experience. As stated earlier in the report, two of the participants that left early had no previous experience of community work. At the other end of the scale, the one participant that completed the course but said that he had not used his learning to inform his work, was already heavily involved in community work and well qualified in this field. This would suggest that future programmes should target their recruitment at participants with a low to mid-range level of experience. By targeting the programme at such individuals, it is likely that the investment in skills and development is likely to have the greatest impact.

learning points for future programmes

- Recruit participants that have some, but not extensive, experience of community work
- Undertake a review exercise six months after the course has finished to explore how participants have utilised their learning on the programme and what factors have aided and inhibited this process
- Maximise opportunities throughout the programme for participants to discuss, plan and review how they are applying their learning to their community work (see also 5.1)
- Use mentors to assist with this review, reflection and planning process

5.3 The wider impact of the programme

findings

The steering group have taken steps to raise awareness of the Inspire programme within Kirklees and beyond. The Local Strategic Partnership received a briefing paper about the programme when it was in the early stages of delivery, the co-ordinators delivered a presentation on Inspire at the Social Services Black Workers Network (KMC) and local Sure-Starts have also shown an interest in the programme. Inspire was also cited in an article in Inclusion magazine about Huddersfield Pride and supported projects. The magazine, which is produced by the Office of the Deputy Prime Minister has a national circulation of 30,000 and is targeted specifically at people involved in regeneration and similar work. When the programme ended in July the co-ordinator drew on some of the early findings from the final evaluation and produced a speculative briefing article about Inspire and distributed it to the local, regional and national press.

KMC's Community Support Service has shown a lot of interest in how the programme has progressed. They have cited the programme as a model of good practice in the local Community Cohesion Pathfinder and they have drawn lessons from the programme to develop a Kirklees wide community leadership programme, funded through the Pathfinder, to develop individuals wishing to get more involved in community work, decision making and project development. The Inspire co-ordinator has been very involved in the steering group for this new programme and has assisted with decision making about recruitment strategies, trainers, programme structure etc.

The co-ordinator has arranged a high profile dissemination event to raise awareness about the programme and present the findings of the final evaluation to a range of key agencies in the district and sub-region. Any further steps to raise the Inspire's profile should be taken with a clear understanding of the programme's future direction and sustainability strategy.

5.4 Beyond the pilot programme

findings

At present the Inspire steering group do not have a sustainability strategy for the programme. This is partly because the co-ordinator has been keen to await the findings of the final evaluation before designing and accessing funding for a new programme. However it is likely that a number of additional factors have conspired to create this situation, such as the loss of key members from the steering group and the absence of one obvious organisation to champion the programme. There remains some uncertainty about which organisation 'owns' the programme and it is now a priority to clarify who will have responsibility for determining its future structure, content, target audience and funding. There are a number of potential funding routes to pursue including ERDF, the Active Communities Unit, sponsorship or fee introduction (particularly for participants working in the public sector) and, of course, mainstreaming.

6 conclusion

Inspire was a pioneering project for Kirklees which set out to test some new ways of embedding skills in the African Caribbean and Pakistani community and voluntary sector in order to achieve sustainable community development and foster a sense of unity and collaboration. The lessons emerging from the pilot are significant. It has shown that by bringing together people from different communities and providing them with opportunities to learn, informally and formally, over a prolonged period, it is possible to create a sense of unity and cohesion, which can provide an important springboard for joint-working and collective action.

Inspire has also demonstrated that by investing time in people and raising their understanding of key aspects of effective community development, whilst also emphasising the important role that they can play, it is possible to build their self-confidence, raise their aspirations and provide them with the tools they need to actively work towards building stronger organisations and communities.

Furthermore, the programme has shown that if you co-ordinate this investment well, maintain regular contact with each individual, provide trainers that participants can respect and establish a relationship with, then a strong sense of loyalty to the programme and its vision will be created.

However all of this comes at a price - approximately £5,000 per participant. This level of investment illuminates the importance of ensuring that the right participants are recruited and they have access to the support and opportunities that they need to transfer their learning from the class room to the community. The Inspire programme has demonstrated that careful and considered recruitment, undertaken by development workers with established relationships within communities, is an important first step towards ensuring the programme invests in the right people. The need for participants to have a firm commitment to community work is also crucial.

Feedback from participants on Inspire has revealed that there is scope for future community leadership programmes to do more to ensure that the skills and knowledge gained on the programme are transferred and embedded into the local community. Possible strategies to strengthen this aspect of the programme include:

- targeting the programme at people with a low to mid range level of experience and ensure that all participants are linked to a community/voluntary organisation prior to commencement of the course
- incorporating exercises that enable participants to identify their learning needs and review their progression over the course of the programme
- elevating the mentoring as an integral element of the programme that will assist participants to apply their learning and review their effectiveness
- providing more information about local structures, the local BME VCS and its needs and challenges
- setting regular tasks that encourage joint working and the practical application of the skills and information covered on the course
- working very closely with existing infrastructure organisations in the BME sector and using them as a vehicle to recruit participants

Clearly there is scope to improve and enhance the Inspire programme in the future. Nevertheless, the evaluation has shown that Inspire is a very powerful formula that has the potential to make a significant impact at both an individual and community level. All involved in the Inspire programme, including the funders, steering group members, co-ordinators, mentors and facilitators, should be commended for their commitment to such a high quality and visionary programme.

"Although we all started the Inspire journey at different points, we all left together. And we got as far as we did because of the sharing between the communities. Community relations are very volatile as we've seen in other communities. Inspire softens the edges – it pours water on the community tension fire. It's good for community relations in Huddersfield and shows that there is strength in unity. I thoroughly enjoyed it. I would recommend it to anyone."

"I've been on a lot of courses but this was the best. It has helped me to help other people."

"Overall it's an excellent course. I feel privileged to be one of the first participants."

"The programme has been excellent in inspiring and developing me as an individual. I would like to thank the Inspire programme for developing and broadening me so that I can take this back to our communities."

"I am really thankful to organisers, trainers and participants who encouraged me and supported me throughout the whole programme. I wish that all the people will be in touch with each other in the future."

"Well done to the organisers, facilitators, childcarers and all the participants (including the mentors and other students). I feel we all made an excellent collection of multi-tasked people. I hope that we are all able to collectively or even individually apply what we have learned and gained"

"Thank you so much to all the organisers and the participants. It was a very positive experience I have learnt so much about myself and community development. I have developed new skills and enhanced other skills."

appendix 1 Inspire evaluation framework

management of the programme	What have been the benefits of having dedicated programme co-ordination and administration? Were sufficient resources devoted to this?
	Are the inputs adequate to deliver a quality programme?
	Has the steering group worked well? Have obvious partners been overlooked?
	What has been the impact of the strategic recruitment of participants in terms of time, cost and effectiveness?
	Has independent evaluation been a useful tool in further developing the programme?
	How effective was the open tendering process for the selection of facilitators?
	Has the programme benefited from the input of dedicated development workers within each of the two communities? If so, how?
approach to delivery	Has the programme identified any local opportunities for participants to progress their learning after Inspire? What are they?
	What has been the impact of having an equal balance of participants from two communities, on the participants and the programme in general?
	Has anyone left the programme early? If so, what were their reasons for leaving? Can anything be done to prevent this in the future?
	Have there been any factors that have prevented the participants from attending? Could the programme have avoided this?
	How effectively did the course measure individual progression?
	Were participants made aware of what the programme might offer them in personal development terms and given guidance as to how they might measure it?
	What factors influenced the decision of individual participants to work towards or not work towards a qualification?
	What has been the experience of participants working towards a qualification?
	How critical has the qualification element been to the Inspire participants? How could it be improved?
	What has been the impact of having young people recruited on the programme?
	Did the mentors have the appropriate skills and experiences to effectively support the participants?
	How do participants perceive the quality of training sessions?
	How did the facilitators perceive the quality of the training sessions they delivered?

What has been the impact of using a community venue for delivery?

What did participants gain from attending the residentials?

Was the mix of subject areas right? Was anything crucial missing?

How were the visits to 'good practice' projects/groups selected?

How useful were the visits to the participants?

Has the intensity of the programme been appropriate to the needs of participants?

What aspects of the mentor scheme have been most valuable and why?Is it an essential component of future delivery?

impact

Were participants helped in transferring the learning from the programme to their work (paid or unpaid) in communities? If so, was this effective and how have the participantsd used the learning to inform their work?

What evidence is there that Inspire has equipped participants with the knowledge and skills to motivate others?

How many full time jobs have been created?

How many training weeks have been delivered?

How many young people have benefited from the programme?

How many community groups have been supported through Inspire?

What expectations did the BME voluntary sector have of Inspire and have these been met?

What evidence is there that Inspire has contributed to the strengthening of the BME sector in Huddersfield. How has this happened?

Have voluntary and community organisations benefited from the involvements of participants in Inspire? If so, in what ways have they benefited?

Have there been any barriers within the BME sector that have inhibited the ability of the sector to engage with and support the sustainability of Inspire?

Has Inspire impacted upon how other agencies (LA, VAK, LSP, other funders) view the BME community/voluntary sector in Huddersfield? How?

How many individuals have been involved in voluntary work as a result of Inspire?

How have national policy agendas contributed to the ability of Inspire to secure continuation funds?

What measures have been taken to enable Inspire provision to be sustained after the pilot programme? Has it been sustained? If so, how?

appendix 2 course programme

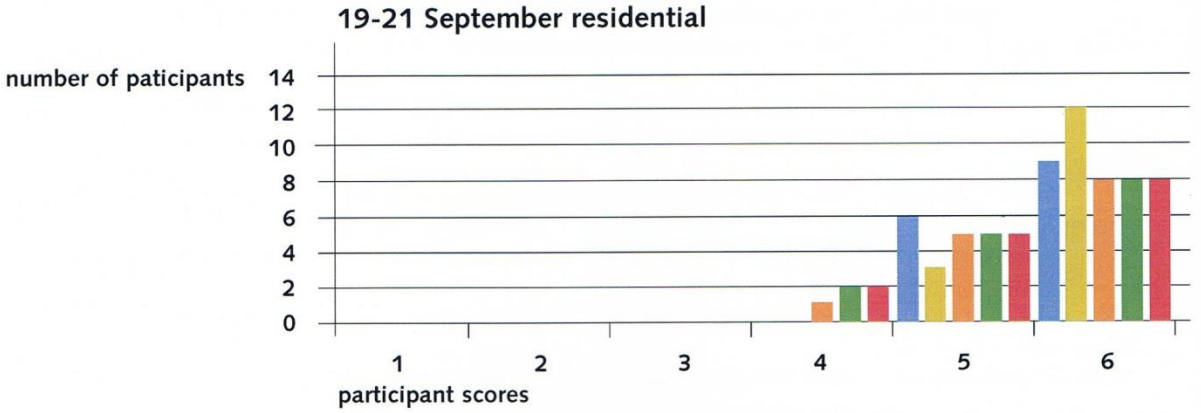
1	**Setting the Context – induction residential**	
	Personal Development and Motivation	19-21 September 2003
	Models of Leadership	
	Patterns of Migration (Caribbean/Pakistan)	
	History of the Voluntary Sector and BME Contribution	
2	**The Law and Legislation**	
	Equal Opportunities	25 October 2003
3	**The Structures**	
	Local/National Government Structures	29 November 2003
	Partnership working	29 November 2003
	Regeneration/ Community Cohesion	13 December 2003
4	**Community Development**	
	Capacity Building	17 January 2004
	Community Work Perspectives	17 January 2004
	Roles and Responsibilities (Committee Structures etc)	28 February 2004
5	**Planning and Measuring**	
	Business Planning and Financial Management/Fundraising	27 March 2004
	Monitoring and Evaluation	8 May 2004
6	**The Law as it relates to the Voluntary Sector**	
	Employment Law	12 June 2004
7	**Action Planning – end residential**	
	Campaigning and Lobbying	16-18 July
	Publicity and the Media	
	Public Speaking and Presentation Skills	

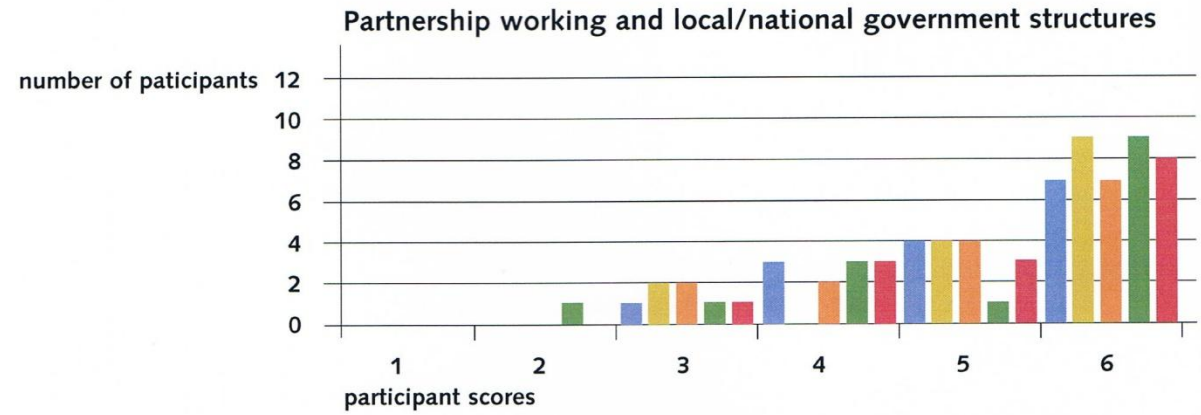
appendix 3 programme expenditure

overheads	Stationery, resource library, student materials, learning support, curriculum document	£2,952.98
staffing	Mileage, facilitator costs, recruitment, administration, guest speakers	£10,387.24
venues	Room hire, catering	£3,518.34
childcare	Staff, premises	£1,550.30
visits	Transport, catering/room hire, hosting fee	£2,239.56
recruitment	Advertising/promotion, launch event, facilitator expenses	£3,143.59
residentials	Venue, transport, childcare, facilitators	£17,316.88
mentoring	Expenses	£30.00
evaluation		£4,275
dissemination	venue hire, publicity, catering, final report, etc	£3,800 approx

Please note, all final invoices/expenditure had not been calculated when this report went to print. Therefore the programme expenditure printed here is an approximation only. A total of £56,893 was secured. It is envisaged that the project will come in more or less on budget.

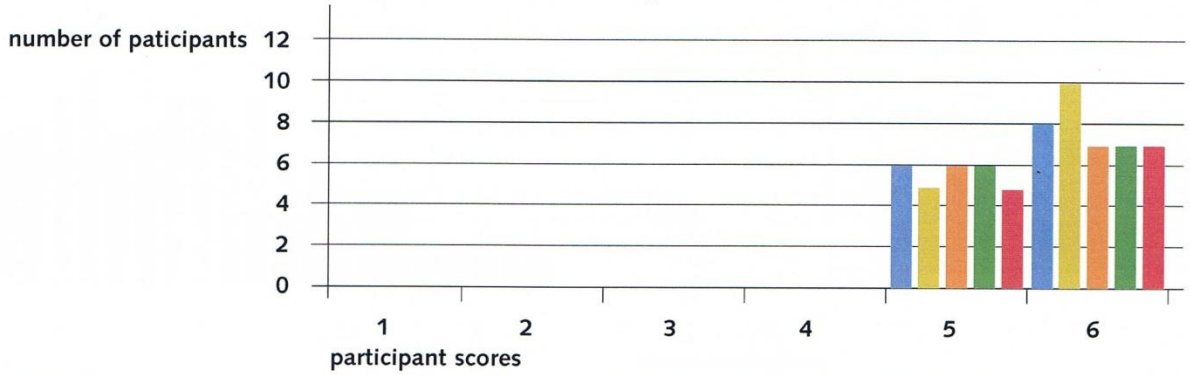
appendix 4 analysis of end-of-session evaluation forms



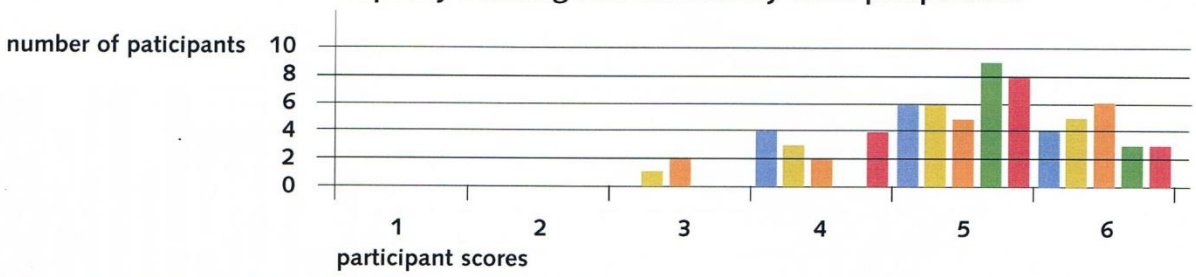


key:
- enjoyable
- organisation
- stimulation
- met needs
- venue

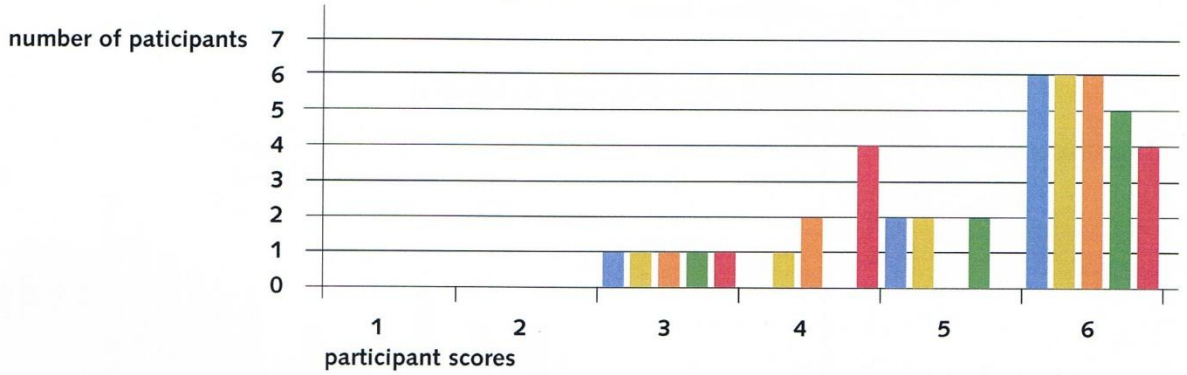
Regeneration/community cohesion



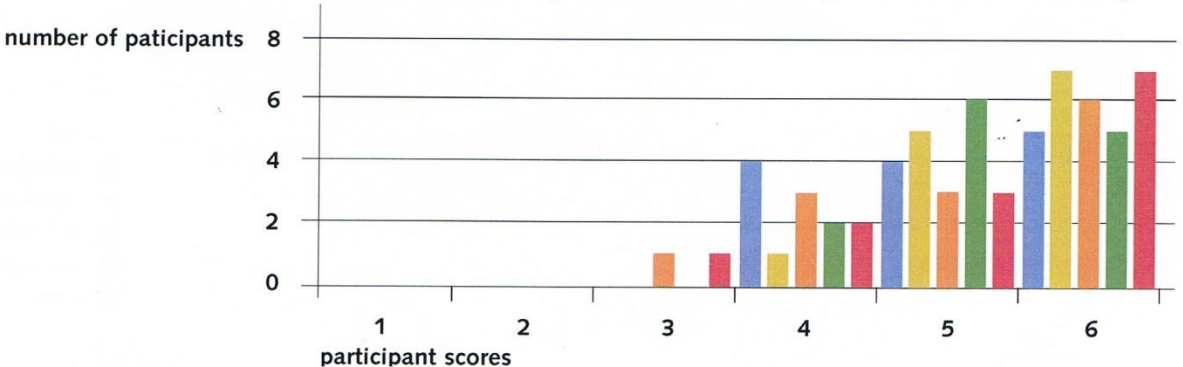
Capacity building and community work perspectives



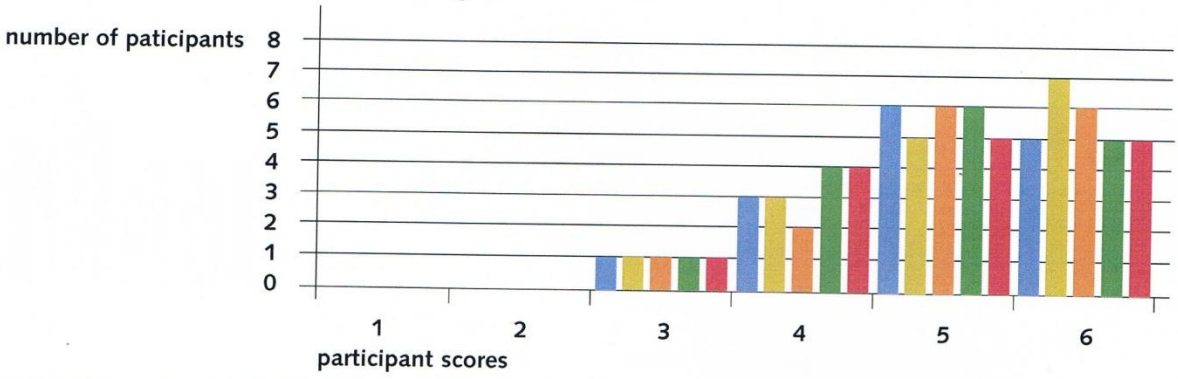
Roles and resposibilities



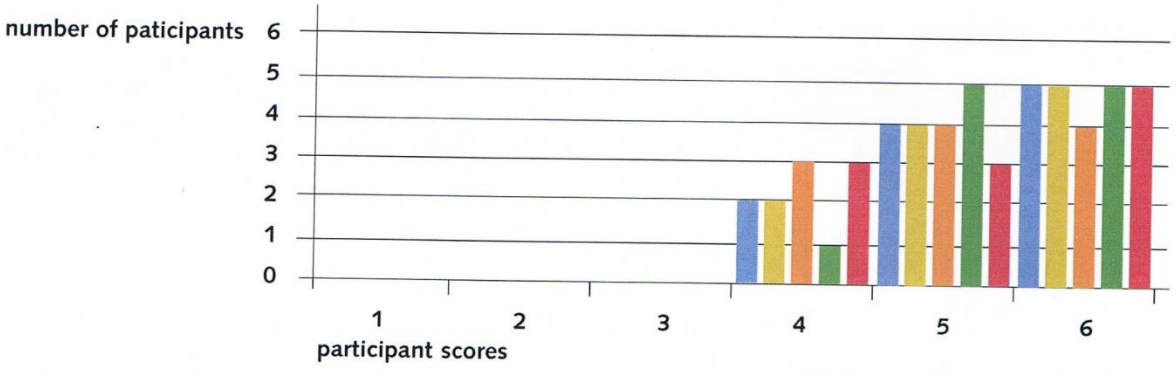
Business planning and financial management and fundraising



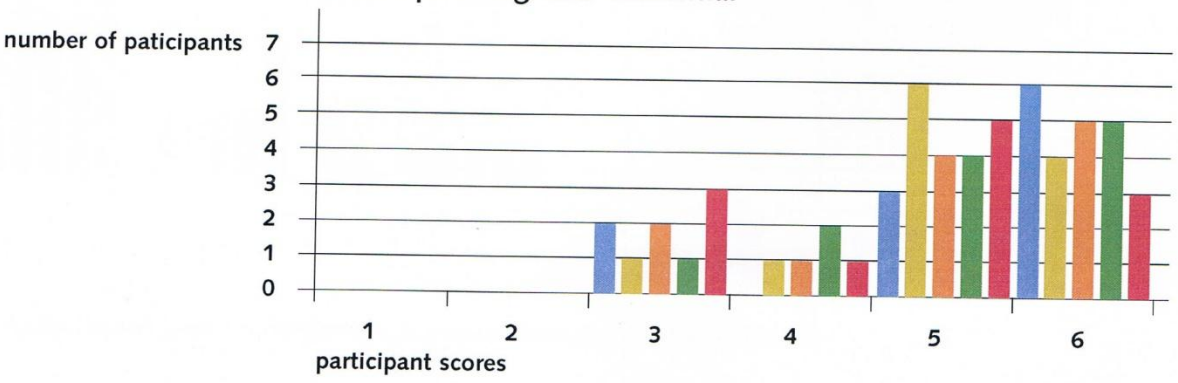
Monitoring and evaluation



The law as it relates to the voluntary sector



Action planning/end residential



key:
- enjoyable
- organisation
- stimulation
- met needs
- venue

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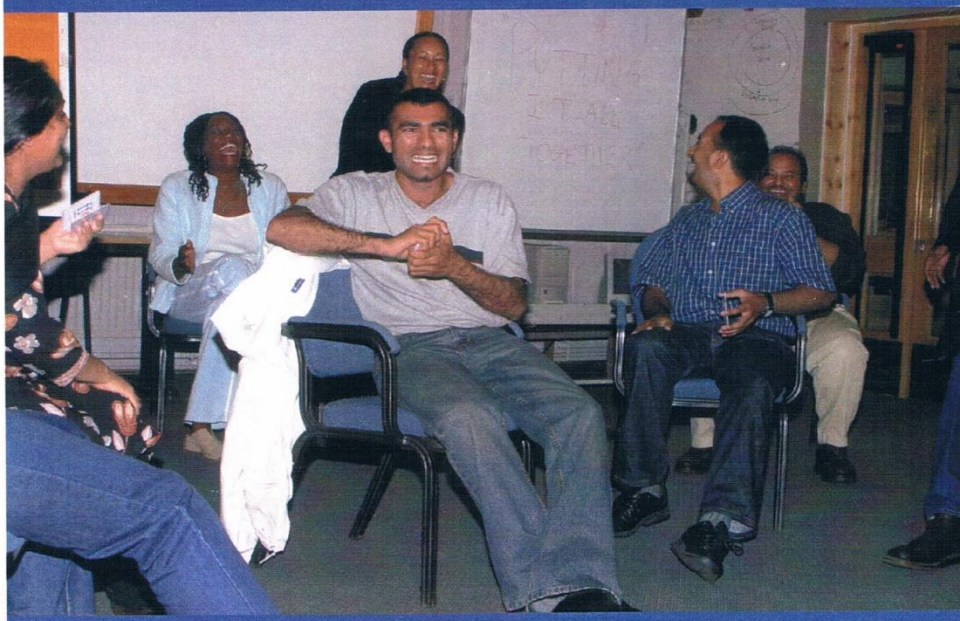
inspire



African Caribbean and Pakistani Community Leadership Programme