

Monitoring and Evaluation
Report on

**The Albanian and Kosovan
Story Telling Group**

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Park Lane Sure Start
Local Programme

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SureStart

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One Page Summary of Report

In early 2004, three Albanian speaking parents submitted a proposal to the Park Lane Sure Start Community Chest Panel for an Albanian Story-Telling Group. The aim of the project was to ensure children from Albanian speaking families remained bilingual. The long-term aim was to discuss the possibility of setting up an Albanian language class for children. The panel awarded the parents a grant of £2,200.

Soon after the money had been awarded, two parents dropped out of the project, leaving the lead parent to provide the service. The lead parent provided twenty story-telling sessions between May 2004 and January 2005. Twenty-four families attended the Story Telling Group at least once, including eight families from the Park Lane local programme area. An average of two children, four and under, from the Park Lane local programme area attended each story-telling session.

Feedback from the evaluation shows that parents attended the Story Telling Group to enable their children to learn the Albanian language, and to give them the opportunity to have fun and socialise. All parents felt their children enjoyed the Story-Telling Group activities. Parent reports indicate that the Story Telling Group was successful in supporting Park Lane Sure Start to achieve the following Sure Start objectives:

- Sure Start Objective 2, improving social and emotional development, by supporting the development of good relationships between children and in one case helping a child's social development.
- Sure Start Objective 4, improving children's ability to learn, by providing stimulating activities, increasing children's interest in the Albanian language, improving children's language skills, improving children's attentiveness and promoting early learning.
- Sure Start Objective 5, strengthening communities, by providing an environment in which Albanian speaking parents could meet new people and socialise with them outside of the Group; and by facilitating families' access to the local library.

This evaluation has shown that a local parent with good links to a local community, exceptional will power and a modest amount of support can provide an effective Sure Start project. Park Lane should consider this service as a potential model for working effectively with families living in temporary accommodation. If Park Lane were to adopt the Albanian Story Telling Group as a model, it would start by seeking out exceptional people from transient communities who have the desire and capability to help families in their community, and the knowledge about what families want. It would then provide these people with the financial and organisational support needed to provide a short-term small-scale service. The support should include the provision of professional outreach support to encourage the participation of Park Lane families.

In August 2005 the Programme Manager, Community Development Worker [CDW] and Evaluation Officer [EO] discussed a model for developing services for families living in temporary accommodation. The Programme Manager who had identified the need to develop services for Somali families, asked the CDW and EO to consult the Somali community about the needs of Somali families, and to consider offering short-term small scale funding to community volunteers as one possible method of responding to those needs.

Introduction to Main Report

This is an evaluation report on the Albanian and Kosovan Story-Telling Group project, which ran from May 2004 to January 2005. The Story Telling Group was a parent led project, funded by the Park Lane Sure Start Community Chest fund. This report starts by providing a brief overview of Sure Start and the Park Lane local programme. It then looks at the purpose and design of the Haringey Sure Start Local Programmes Community Chest Pilot, from which the funding for the Story-Telling Group was awarded. The report moves on to review the targets, which were set for the Group, explain how the Group helped Park Lane achieve Sure Start national objectives and review the findings from the evaluation. Finally, the report ends with a set of recommendations for Park Lane Sure Start to consider.

Park Lane Sure Start Local Programme¹

Sure Start is a governmental strategy which aims to improve the life chances of younger children through better co-ordinating early education, childcare, health and family services (Glass, 1999; Sure Start, 2002). It comprises over 500 local programmes rolled out in six waves by the government's Sure Start Unit between 1999 and 2003. Each programme aims to improve the health and well being of families so children are ready to flourish when they go to school. They do this through delivering community based services in disadvantaged areas. Sure Start local programmes were planned to be ten year projects, charged with the responsibility for innovating and piloting services that mainstream organisations such as the local authority and health authority did not provide. Local authorities and health authorities are expected to work with Sure Start local programmes to integrate the most effective Sure Start services, practices and learning into their existing service provision. This process of integration is often referred to as mainstreaming. The Unit requires local programmes to be run by partnerships of statutory organisations, voluntary sector organisations, community groups and parents (Sure Start, 2003).

Park Lane is one of five Haringey Sure Start local programmes. Haringey is a Borough of London located in the north of the capital. Its population is ethnically mixed, mobile and 9% is made up of refugees and asylum seekers. Haringey ranks as one of the most deprived boroughs in the country, with 7.3% of the population unemployed in January 2003 (Haringey Teaching Primary Care Trust, 2003). There is an extensive area of deprivation in the east and centre of Haringey, with nine Haringey wards featuring in the 10% most deprived wards in the country (Haringey Teaching Primary Care Trust, 2003). Haringey also has high numbers of children living in poverty with associated health problems (Haringey Teaching Primary Care Trust and Haringey Council, 2002). About one-fifth of families are not permanently living in the Borough (Haringey Strategic Partnership, 2002).

As previously indicated Sure Start local programmes were rolled out in six waves between 1999 and 2003. Park Lane Sure Start Local Programme is a wave five programme, which started in 2003, and at the time of writing, is in its third year. Park

¹ <http://www.haringey.gov.uk/education/educationservices/earlyyears/surestart/surestartparklane.htm>

Lane Sure Start requires all its services, whether internal or commissioned, to monitor and evaluate their effectiveness in meeting Sure Start objectives and in impacting on the lives of local families. The programme recognises the importance of evaluation for assessing and improving the effectiveness of local services, and informing local discussions over the integration of Sure Start services, practice and learning into mainstream service provision. The next section offers an overview of the Haringey Sure Start Local Programmes Community Chest Pilot. It was from the Community Chest Pilot Fund that a group of Albanian speaking parents was awarded the money to provide the Story Telling Group, the focus of this report.

The Haringey Sure Start Community Chest Pilot Programme

The Haringey Sure Start Local Programmes Community Chest Pilot was launched in November 2003. Its purpose was to enable Sure Start local programmes to share their financial resources with local communities, to support and empower people and groups to take a leading role in the development of projects, and to meet local need (Sure Start Haringey, 2003). Its aims were to:

1. Provide support and finance to build the capacity of voluntary and community groups to achieve common objectives.
2. Work with local communities to develop high quality services for children under 4 and their families.
3. Promote projects that are locally led and use the great wealth of learning and experience in our diverse communities.

The total amount of funding provided by the five programmes was £140,000. Park Lane agreed a budget of £20,000. The Park Lane local programme established a panel to allocate its funding. The panel was recruited by community development workers and comprised parents, non-parents and an 'independent' Chair (a person with experience of community development and chairing meetings, who was not a user or provider of Sure Start services, or a member of the local programme Partnership Board).

Sure Start Local Programmes created a cross-programme application form for groups interested in accessing community chest funding. Each form was accompanied with guidelines for filling the form in and the set of criteria against which applications would be judged. Groups were allowed to make cross programme applications as well as programme specific ones. In early February 2004, and in preparation for the panel meetings, community development workers appraised each application against the Sure Start objectives, project implementation criteria and management criteria. The Community Chest panels met in late February (Christie and Sugarman, 2004). The panels discussed each application and decided whether to fund it, often using the appraisal as a starting point for discussion (Christie and Sugarman, 2004, p.17). The Park Lane local programme distributed £20,949 in community chest 'main grant' funds, covering fourteen different projects. As part of this package of awards, it gave £2,200 to a group of three Albanian speaking parents. The parents had submitted a proposal to provide a Story Telling Group for the children of Albanian speaking families.

Following the community chest panel meetings, the community development workers sent a letter of award and a contract of terms and conditions of funding to each group that had been awarded community chest funding (Christie and Sugarman, 2004, p.18). Groups were offered child protection training in April 2004 and project management training in May 2004. One of the three Albanian speaking parents who had been awarded funding attended the project management training. Sure Start allocated a community development worker to each funded project. The community development worker's role was to support the group in setting up, implementing, monitoring and evaluating the project (Christie and Sugarman, 2004, p.18). Each applicant was required to maintain monitoring records of their project and conduct their own evaluation (Christie and Sugarman, 2004, p.18, p.22). Some of the groups responsible for community chest projects were sent a 'monitoring and evaluation' form'. The form laid down the evaluation and monitoring requirements particular to that project.

Haringey Sure Start expected all groups to start delivering their community chest projects by September 2004. In October 2004 the Programme Managers of Park Lane and High Cross Local Programmes asked the Park Lane and High Cross evaluation officer to conduct a review of the progress made by the projects, and in particular to establish:

- Whether the groups in receipt of community chest monies had started to use their funding and whether they were likely to use their money by the end of the financial year.
- Whether groups who had completed their project or who were in the middle of delivering their project had done so in a manner consistent with their proposal.
- Whether the groups who had completed their project or who were in the middle of delivering their project, had provided monitoring and evaluation data.
- Whether the groups felt that the Sure Start local programmes could have supported them better.

The evaluation officer conducted the review in three phases. First, he established contact with the community development workers appointed to the fourteen community chest projects. With each community development worker he agreed a strategy for approaching the group running the community chest project. In the second phase the community development worker or evaluation officer contacted the group to conduct the review. In some cases the community development workers conducted the review, because they had already established a rapport with the group. Where this was the case, the community development worker fed the findings from the review back to the evaluation officer. In all other cases, the evaluation officer held a meeting or conducted a phone interview with the group.

The third phase of the review concerned the evaluation of the community chest projects. Where a community chest project had been completed, the Programme Managers required the submission of an evaluation report or the completion of the monitoring and evaluation form sent with the Sure Start contract. Where the group had not yet started the project, the evaluation officer was instructed to work with the group to develop an evaluation plan using the structure provided by the Sure Start Local Programmes Project Form. Where the group was in the middle of completing the project, the evaluation officer was instructed to work with the group to ensure that it filled in its monitoring and evaluation form. Otherwise the group was asked to

develop an evaluation plan using the structure provided by the Sure Start Local Programmes Project Form.

When the evaluation officer approached the Albanian speaking parents in October 2004 he found that two of the three parents had left the project. One because she had moved out of the area and a second for personal reasons. The third parent, although shocked at finding herself with sole responsibility, carried on with the project and found a parent volunteer and a volunteer storyteller who helped out during the sessions. By October 2004, she had provided ten Story Telling sessions. However, she had not identified an evaluation plan, and so agreed to work with the evaluation officer to fill in the evaluation component of the Project Form. The next section reviews the evaluation plan that came out of the planning process, and looks at the targets that were set for the project.

The Albanian and Kosovan Story-Telling Group Plan

In their application to the Park Lane community chest panel, the Albanian speaking parents proposed that the Story Telling Group would take place at an Early Excellence Centre² in the Park Lane local programme area. However, the lead parent decided to move the venue from the centre (who would have charged for use of their venue) to Coombes Croft Library (who did not charge). The parent said that this decision was taken to reduce costs. In the parents' application, the stated aim of the project was to ensure children from Albanian speaking families remained bilingual by giving them access to Albanian stories. The long-term aim of the group was to provide a forum for parents to discuss the possibility of setting up an Albanian language class for children. Although the group was originally planned to meet once a month, it met once a week. Each session lasted for one hour, and took place on a Saturday morning between 11am and midday. It would usually consist of the volunteer storyteller reading stories to the children and teaching them songs.

The lead parent, having met with the evaluation officer in early October 2004, agreed to develop this project proposal, by filling in the evaluation component of the Park Lane Sure Start Local Programmes Project Form. In practice this meant:

- Identifying the project's outputs and outcomes. An output is the material effect of a service. An outcome is the effect the service has on a person's life.
- Identifying targets for each output and outcome. A target is something that can be achieved, which can also be measured.
- Identifying the service delivery methods to be used to achieve each target.
- Designing a plan for collecting the data needed to judge the effectiveness of the service delivery methods in achieving the targets.
- Explaining how the Story Telling Group helped achieve one or more of the five Sure Start national objectives.

² Pembury House Early Excellence Centre, Lansdowne Road.

Outcomes and Outputs

The lead parent identified the following six outcomes:

1. Increase children's interest in the Albanian language.
2. Improve the listening skills of children.
3. Improve the speaking skills of children.
4. Improve the reading/spelling skills.
5. Increase attentiveness of children attending the story-telling sessions.
6. Enable families to socialise outside of the group with people they meet in the group.

The first five outcomes supported the improvement of children's language skills, the promotion of early learning and the provision of stimulating and enjoyable play. To this end, the Group was designed to support Park Lane Sure Start achieve Sure Start Objective number 4, improving children's ability to learn.³

The first of these five outcomes, increasing children's interest in the Albanian language, related to all the children under five attending the group. The next four outcomes, improving children's language skills and attentiveness, were applied to children between three and four. The lead parent felt that it would be difficult to detect improvement in the language skills of children under three.

The sixth outcome was to enable families to build new social contacts and socialise with each other outside of the Story Telling Group. By encouraging social relationships between parents, the Group was supporting Park Lane Sure Start local programme in achieving Sure Start objective number 5, strengthening families and communities.

For each outcome, the lead parent identified at least one target. The majority of targets were for parents to report a positive change in their children's language ability, interest in the Albanian language or ability to sit and focus in a group. The lead parent also identified two outputs. The first was to hold a total of twenty story-telling sessions before January 20th 2005. The

NATIONAL SURE START OBJECTIVES

The Albanian Story Telling Group supported national Sure Start objectives highlighted in red.

1. **Improve the availability, accessibility, affordability, and quality of childcare**
2. **Improve social and emotional development**
In particular, by supporting the development of good relationships between parents and children, enabling early identification of difficulties, helping families to function effectively and promoting social and emotional well-being.
3. **Improve health**
In particular, by supporting parents in caring for their children to promote healthy development before and after birth.
4. **Improve children's ability to learn**
In particular, by encouraging high quality environments and childcare that **promote early learning**, provide stimulating and enjoyable play, **improve language skills** and ensure early identification and support of children with special needs.
5. **Strengthen families and communities**
In particular, by involving families in building the community's capacity to sustain the programme and thereby create pathways out of poverty, **developing social relationships between** isolated **parents** and providing pathways into employment for parents.

³ See Appendix 2, pp. 16-17, for a more detailed explanation of how the Story Telling outcomes related to Sure Start objectives.

second was to attract an average of five children (of four and under) to each of the twenty sessions.

Data Collection

When evaluating the impact of a service on a child's behaviour or abilities, it is common practice to collect data on what the child was like at the beginning of the service, and then go back and compare at the end of the service. In the case of the Albanian Story Telling Group this was not possible because the evaluation and data collection process had been planned after children had started attending the group. For this reason, the evaluation officer and lead parent decided to collect information from parents in one go, towards the end of the project, between November 2004 and January 2005. The evaluation officer attended the Story Telling Group four times to collect the data.

Two data collection tools were used. The first was a small questionnaire, consisting of twelve structured questions, to be asked of parents during a face to face interview (see Appendix 2, p.18). The primary purpose of the questionnaire was to find out from parents whether there had been an observable positive change in their children's behaviour, language abilities and interest levels. Whilst it was felt that parents were best placed to make a judgement on such changes, it was also recognised that their responses could contain errors. Furthermore, some parents might be inclined to report a positive change, either because of a desire to portray their child as progressing, or through feeling obliged to show their gratitude for the benefits of Sure Start funding. To counter this potential for bias, when parents reported some kind of positive change, the evaluation officer asked them to back up their report with an example, explaining what their child was like before accessing the group and how he or she had changed as a result. The lead parent translated the questionnaire and accompanying consent form into Albanian to aid the parents' understanding during the interview process.

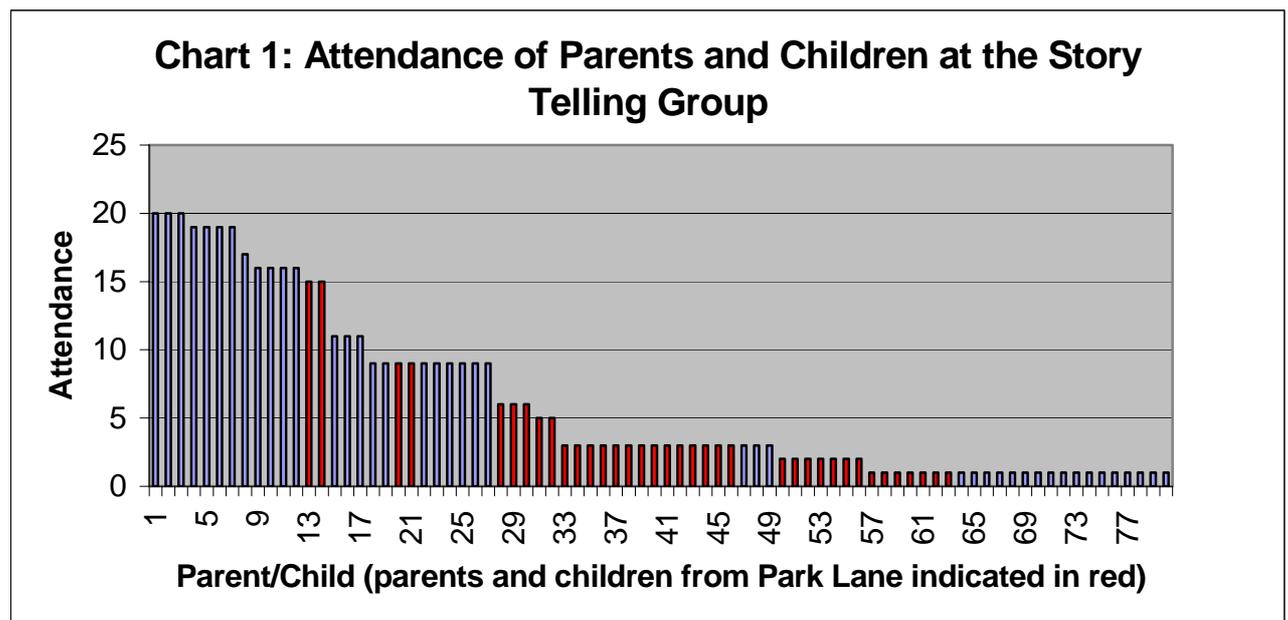
The evaluation officer and lead parent identified seven parents who brought children four or under to the group. Three of these parents were from the Park Lane local programme area. The evaluation officer and lead parent interviewed six of the seven parents, between November 2004 and January 2005. The lead parent or the Sure Start Park Lane Family Support Worker for Refugees and Asylum Seekers acted as an interpreter for the parents who could not speak English. For this reason, most of the quotes taken from parents and used in this report are summaries, rather than verbatim accounts of what parents said.

One of the speaking related targets identified by the lead parent was for children to have learned words from two Albanian nursery rhymes, that they had not known before attending the group. The lead parent identified two nursery rhymes that the children did not know before attending the group. The evaluation officer attended the group in the last session in January 2005 to video the children singing the rhymes.

Findings

Eleven Park Lane Families Attended the Story Group

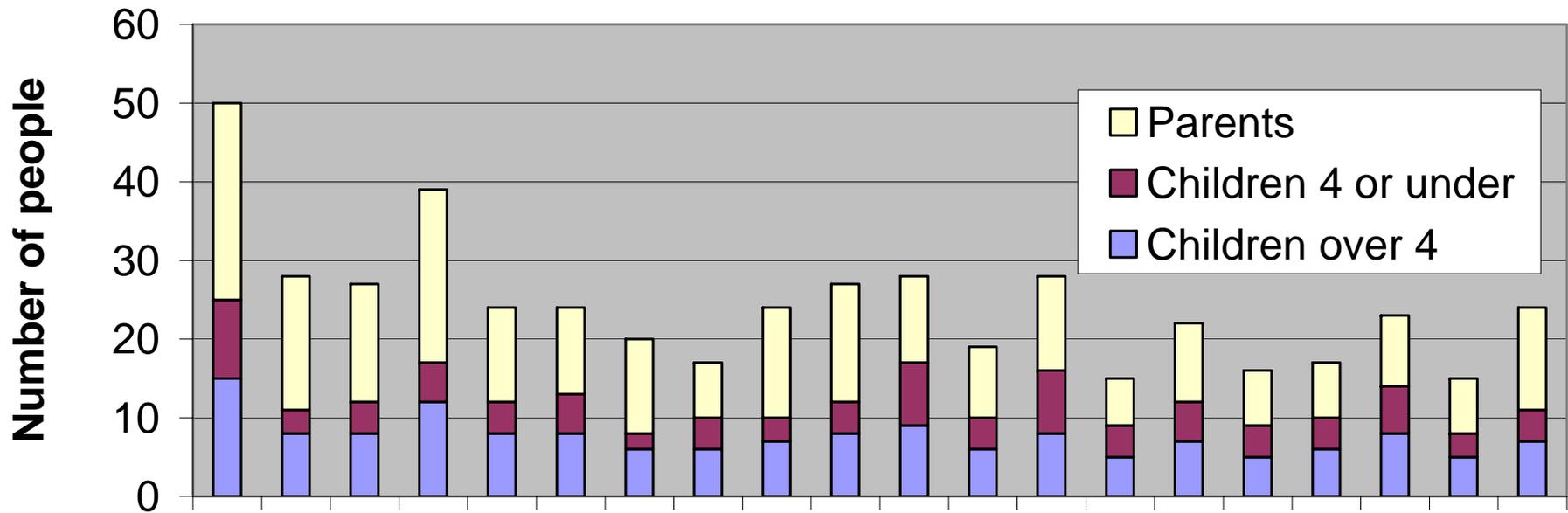
As planned, the lead parent provided twenty story-telling sessions. The first session was held on the 29th May 2004, the group ran for a month and then broke for the summer. The group resumed in late September and the twentieth session took place on the 20th January 2005. According to the lead parent, each session cost £50 to run (£30 were paid in volunteers' expenses and £20 was spent on refreshments). In total, twenty-four families attended the Story Telling Group at least once. These twenty-four families accounted for eighty people: twenty-four carers; thirty-eight children over 4 and eighteen children four and under. Eleven of the twenty-four families were from the Park Lane local programme area. Eight of the eighteen children, four and under, were from the Park Lane local programme area. Chart 1 shows the attendance of all the parents and children who attended the Story Telling Group. Eight of the eleven families from the Park Lane area attended six times or less. Of the thirteen families from outside the Park Lane area, five were from other Haringey programme areas and four were from outside the Haringey local programme areas.



An Average of Two Children, Four or Under, From the Park Lane Local Programme Area, Attended Each Story-Telling Session

Chart 2 (next page) shows the number of parents and children at each of the twenty sessions. The average attendance across the twenty sessions was twelve parents, eight children over four and five children four or under. Of the five children four or under, two were from the Park Lane local programme area. Given that each session cost fifty pounds to run, then Park Lane was effectively spending £25 on each Park Lane child per hour.

Chart 2: Attendance at the Story Telling Group



	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Parents	25	17	15	22	12	11	12	7	14	15	11	9	12	6	10	7	7	9	7	13
Children 4 or under	10	3	4	5	4	5	2	4	3	4	8	4	8	4	5	4	4	6	3	4
Children over 4	15	8	8	12	8	8	6	6	7	8	9	6	8	5	7	5	6	8	5	7

Session

Parents brought their children to learn Albanian, socialise and aid parent-child communication

Parents attended the Story Telling Group to enable their children to learn the Albanian language and traditional nursery rhymes. One parent said

We speak at home but my child confuses Albanian with English. I bring my children here so they can learn some of the grammar and sing. In future, I'd like them to be able to read and write in Albanian.

One parent said it was sometimes difficult for her to communicate with her children because whilst they spoke English she didn't. For this reason, it was vitally important that her children learned Albanian. Parents also attended the Group to enable their children to socialise and have fun with other children. One parent reported that the older children had realised the importance of making the most of this project, as it was a precious opportunity to learn Albanian.

Children enjoyed story-telling and singing

All parents felt that their children enjoyed the Story-Telling Group activities. When asked what their children enjoyed doing most, they cited either storytelling or singing. One noted that being around other Albanian speakers made it much easier for her son to speak Albanian. By providing stimulating storytelling and singing, the Group enabled Park Lane Sure Start to achieve Sure Start Objective 4, improving children's ability to learn. We also asked parents about what their children least enjoyed. Three said that there was nothing their children didn't like. Two parents noted that their children sometimes didn't understand certain words or long stories. One parent said her child didn't particularly enjoy the songs.

Children's interest in Albanian language increased

Five parents reported the Story Telling Group increasing children's interest in the Albanian language. Three parents cited an increase in the usage of the Albanian spoken language at home, indicating that the Story Group was helping improve children's language skills. One parent noted that her child liked Albanian books more when she read to him and another said her son often asked for translation from English into Albanian. Both cases indicate that the Group helped promote early learning in children. In helping improve children's language skills and promoting early learning in children, the Group helped Sure Start Park Lane achieve Sure Start Objective 4, improving children's ability to learn.

Children's listening skills improved

All three parents, who had brought three or four year olds to the Story Group, reported an increase in their children's listening skills. One noted:

My child's listening skills have improved a lot. Beforehand, it used to be difficult to get her to sit at things like birthday parties. She wouldn't be interested. Now, there's been a big improvement. The older children have been a good role model - the younger children copy the children and put their hands up if they know something. They knew they were part of the group.

Another parent noted that her child was much more attentive when she read bedtime stories at night. A third mentioned that her son seemed to understand a lot more of what he saw on Albanian television. All three parents also reported an increased ability of their children to sit and focus and listen to stories. One reported her child being able to sit and focus much better in the home environment with friends. These reports indicate that the Story Group has been successful in improving children's listening skills and increasing their attentiveness, and in so doing helping Park Lane Sure Start achieve Sure Start Objective 4, improving children's ability to learn.

Children's spoken skills improved

All three parents, who had brought three or four year olds to the Story Group, reported an increase in their child's speaking skills. One noted, 'There are a number of words that she found it difficult to say at the beginning, that she can say now. For example, the Albanian word for grasshopper'. A second parent said her son could translate words he heard in English stories into Albanian. A third parent said that her son repeated words he heard in the group at home. All three parents also reported their children being able to sing Albanian nursery rhymes that they hadn't known before attending the group. These reports indicate that the Story Group has been successful in improving children's speaking skills, and has therefore helped Park Lane Sure Start achieve Sure Start Objective 4, improving children's ability to learn.

One of the speaking related targets identified by the lead parent was for children to have learned words from two Albanian nursery rhymes, that they had not known before attending the group. The lead parent identified two nursery rhymes that the children did not know before attending the group. The evaluation officer attended the group in the last session in January 2005 to video the children singing the rhymes. Because many of the children who attended the group were over four, the group was arranged so that children over four sat at the back and those four and under sat at the front. The video showed that two children four and under were able to sing at least some of the words to the nursery rhymes, "Mira e vogël" and "÷ukapiku". From time to time they also engaged in the songs by doing actions with their arms.

Parents have met new people and socialised with them outside of the Story Telling Group

Three of the six parents interviewed reported having met new parents in the Group and having gone on to socialise with them outside of the Story Telling Group, either in the park, at each other's homes or in shopping centres. This indicates that the Story Group has been successful in enabling some local parents to establish social relationships and in so doing has helped Park Lane Sure Start achieve Sure Start Objective 5, strengthening families and communities. Three parents reported either having not met anyone new in the Story Telling Group, or not having socialised with the people they had met in the Group.

Children have library membership

The lead parent reported that one unexpected outcome of holding the Story Telling Group in the library was that parents took out membership of the library for their children. Therefore, the Story Telling Group contributed to one of Park Lane Sure Start's Service Delivery Agreements 'increasing use of local libraries'. It also facilitated parents' access of local services and in so doing, helped Park Lane Sure Start achieve Sure Start objective 5, strengthening communities.

Improvement in children's social development

Parents reported additional benefits from the Story Telling Group. One mentioned that her two oldest children had benefited in addition to her youngest. A second said her child had made new friends. A third felt her child was more peaceful around other children and was not fighting anymore. The last two reports indicate that the Story Telling Group has supported the development of good relationships between children and in one case has helped a child's social development. In so doing the Group has helped Park Lane Sure Start achieve Sure Start Objective 2, improving social and emotional development.

Long-term aim of group not likely to be achieved

In their application to the Park Lane community chest panel, the Albanian speaking parents proposed that the long-term aim of the Story Telling Group would be to provide a forum for parents to discuss the possibility of setting up an Albanian language class for children. This aim of establishing an Albanian language class has not been achieved. There are a number of reasons for this. First, two of the three parents who had made the initial proposal pulled out of the group. Second, the lead parent who had decided to continue with the group went on maternity leave shortly after the end of the final session in January 2005. Thirdly, many of the parents, who had attended the Group, and who had been living in temporary accommodation, moved out of the local area. Fourthly, according to the lead parent, there were very few parents within the Albanian speaking community who were willing or able to support her in running the group. One parent told the evaluation officer that whilst

parents would like the Story Group to be continued, they didn't have the language skills and confidence to run it themselves. She also said that they lacked the time needed to run the group, as they were preoccupied around the house. She reported that parents would much prefer that the service be provided for them, rather than by them.

Discussion and Recommendations

This evaluation report indicates that the Albanian Story Telling Group was successful in supporting Park Lane Sure Start to achieve the following Sure Start objectives:

- Sure Start Objective 2, improving social and emotional development, by supporting the development of good relationships between children and in one case helping a child's social development.
- Sure Start Objective 4, improving children's ability to learn, by providing stimulating activities, improving children's language skills, improving children's attentiveness and promoting early learning.
- Sure Start Objective 5, strengthening communities, by providing an environment in which Albanian speaking parents could meet new people and socialise with them outside of the Group; and by facilitating families' access to the local library.

On the basis of the available evidence, the evaluation officer would ordinarily recommend the continuation of the service. However this Albanian Story Group, which stopped in January 2005, is unlikely to be continued. The lead parent went on maternity leave shortly after the project finished and is currently unable to continue it. She also informed the evaluation officer that many of the families who had been attending the group, who had been living in temporary accommodation, had moved out of the area. It may be appropriate that this service cease to exist with the departure of the families it served.

This evaluation has shown that a local parent with good links to a local community, exceptional will power and a modest amount of support can provide an effective Sure Start project. Park Lane should consider this service as a potential model for working effectively with families living in temporary accommodation. Families living in temporary accommodation may have pressing needs and language barriers, which stop them from accessing conventional services. Empowering people from ethnic groups who tend to be living in temporary accommodation to run short-term services could be an effective model for servicing families from these groups. Most importantly, it could be an effective model for giving children, who might otherwise go untouched by Sure Start, a unique opportunity to socialise and learn through play. If Park Lane were to adopt the Albanian Story Telling group as a model, it would start by seeking out people from transient communities who have a good knowledge of families' needs, and the desire and capacity to help families in their community. The next step would be to offer such people the financial and organisational support needed to provide a short-term small-scale service. As part of the organisational support offered, and on the basis of the experience of the Story-Telling Group, Park Lane should consider providing professional outreach support to encourage the participation of Park Lane families. Whilst the Albanian Story Telling Group served a total of eighteen children four and under, only eight of these came from Park Lane,

and on average only two children, four or under, from Park Lane attended each Story Telling session.

Summary of Recommendations

1. Sure Start Park Lane considers adopting this service as a model for providing community led services to families living in temporary accommodation.
2. Sure Start Park Lane considers providing professional outreach support to community led services to increase take-up by Park Lane residents.

Actions Arising

In August 2005 the Community Development Worker and Evaluation Officer met with the Programme Manager to map out a model for developing services for families living in temporary accommodation. The proposed model was based on the experience of the Albanian Story Telling Group and also incorporated findings from evaluations on the Easter Programme and Healthy Living Day.

The Programme Manager identified the need for the Park Lane Local Programme to work with the local Somali community. She asked the Community Development Worker and Evaluation Officer to work with the Somali community to:

- Map the need of Somali families and particularly those living in temporary accommodation.
- Map the existing services being provided by the Somali community and by other organisations.
- Work with service providers to build on what is already being provided and develop services.
- Consider offering short-term small scale funding to community volunteers as one possible method of responding to Somali families' needs.

Appendix 1: The Albanian and Kosovan Story Group Evaluation Plan

Targets	Results Red writing = target met	Outcome/ Output	Sure Start Objective which outcome supports
1. Twenty sessions provided before January 20 th .	1. Twenty sessions were provided.	1. Twenty sessions provided before January 20 th .	
2. An average of five children (four and under) attend the twenty sessions.	2. An average of two and a half children (four and under) attended the twenty sessions.	2. Five children (4 and under) per session.	
3. All parents of those children (four and under), report that their child/children are more interested in the Albanian language at the end of the project than before – and are able to provide one example.	3. All parents asked the question (five) reported their children were more interested in the Albanian language and were able to provide one example.	3. Increase children's interest in the Albanian language.	Improve children's ability to learn In particular, by providing stimulating and enjoyable play.
4. All parents of those children (who were between the ages of three and four at some stage during the project) report that the listening skills of their child/children have improved since the beginning of the project.	4. All parents asked the question (three) reported that the listening skills of their child/children improved since the beginning of the project, and were able to provide an example.	4. Improve the listening skills of children.	Improve children's ability to learn In particular, by increasing children's language skills.
5a. All parents of those children (who were between the ages of three and four at some stage during the project), report that the spoken Albanian of their child/children has improved since the beginning of the project and are able to provide one example.	5a. All parents asked the question (three) reported that their child's spoken Albanian had improved and were able to provide an example.	5. Improve the speaking skills of children.	Improve children's ability to learn In particular, by increasing children's language skills.
5b. All parents of those children (who were between the ages of three and four at some stage during the project) report their child knowing a nursery rhyme that they learned in a workshop and to provide one example.	5b. All parents asked the question (three) reported that their child had learned a nursery rhyme and were able to provide one example.		

5c. All children (who were four or under at some time during the workshop) are able to sing some words from two Albanian nursery rhymes (that they had no previous knowledge of beforehand) – Mira e vogël and †ukapiku.	5c. Two of three children were able to sing words to the two nursery rhymes.		
6. All parents of those children (who were between the ages of three and four at some stage during the project) who attended the project workshop, report that their child/children are able to recognise particular words and/or letters by the end of the project that they were not able to do at the beginning of the project – and are able to provide three examples.	6. Two of three parents said their children had learned new words, and were able to provide an example.	6.Improve the reading/spelling skills of children.	Improve children’s ability to learn In particular, by increasing children's language skills.
7. All parents of those children (who were between the ages of three and four at some stage during the project) who attended the project workshop, report that their child/children are more able to sit and listen to story telling than at the beginning of the project and are able to provide an example.	7. All parents who were asked the question (three) reported that their children were more able to sit and listen and were able to provide an example.	7.Increased attentiveness of children attending the story-telling sessions.	Improve children’s ability to learn In particular, by encouraging high quality environments and childcare that promote early learning.
8. All parents of those children (four and under) who attended the project workshop, report that they have socialised with another family from the workshop and are able to provide an example.	8. Five of the six parents who attended the workshop reported that they had socialised with another family from the workshop and were able to provide an example.	8. Enable families to build new social contacts and socialise with each other outside of the Story Telling Group.	Strengthen families and communities In particular, by supporting social contact between isolated parents.

Appendix 2: Questionnaire

1. How many children do you have?
2. Why do you come to this session?
3. What does your child enjoy most about these sessions?
4. What does your child enjoy least about these sessions?

We would like to see if you feel the Project has made a difference to your children.

5. Do you think this project has made any difference to your child's interest in the Albanian language?
If yes – please explain why
6. Do you think your child's listening skills have improved or remained the same since the beginning of the project?
If yes – please give example. [3 and 4 year olds only]
7. Do you think your child's spoken Albanian has improved since the beginning of the project?
If yes – please give example. [3 and 4 year olds only]
8. Is your child able to sing any songs or nursery rhymes that he or she was not able to sing at the beginning of the project?
If yes – please give example. [3 and 4 year olds only]
9. Is your child able to recognise any Albanian words or letters that he or she was not able to at the beginning of the project?
If yes – please give example. [3 and 4 year olds only]
10. Has your child's ability to sit and listen to a story being told, improved since the beginning of the project? [3 and 4 year olds only] If yes – please explain by describing what your child was like before the project, and the change that has occurred since the beginning of the project.
11. We would like to know if parents have formed new relationships with other parents. Have you partaken in any kind of social activity with other parents, who you did not know prior to the drop-in?
12. Have you or your child benefited in any other way, that you have not already told us about, as a result of attending the project?