

Sure Start Loxford

Muslim Women's
Welfare Association
Spotlight Evaluation

May 2004

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Introduction

Sure Start Loxford is a second wave programme, and as such has been up and running for the last 4 years. Whilst Sure Start has an established presence in the Loxford community, the service is still evolving to meet new government strategies, in particular the development of Children's Funds. In light of this, Sure Start Loxford is currently waiting for the completion of their new Family Resource Centre in the summer 2005, which will impact significantly on service provision for all Sure Start services, through providing accessible venue space, co-locating services and increasing the project presence.

For 2003/4 Sure Start Loxford commissioned Cordis Bright Consulting to conduct its annual evaluation. The parameters of the evaluation are to assess three projects funded by the programme. These 'spotlighted' services are:

- ❑ Family Support Workers' Service: as provided at Albert Road (AR FSW) and South Park Clinic (SPC FSW)
- ❑ Muslim Women Welfare Association: Dress-making class and English classes (MWWA)
- ❑ Infant Mental Health Project (IMH): Clinical intervention, training and research

Whilst the nature and structure of the three projects is distinct, the evaluation for each of the three projects has shared objectives, and these have been examined across 6 key dimensions.

- ❑ Strategic Dimension: The extent to which they support the achievement of Sure Start objectives and key principles
- ❑ Operational Dimension: Efficacy of operational processes and procedures, including extent of partnership working with external agencies
- ❑ Implementation Dimension: Overall quality of services; including the extent to which services meet user needs and expectations
- ❑ Unit-Cost analysis: including bench-mark costs
- ❑ Future Strategy and Planning: strategic analysis of exit strategies and opportunities for mainstreaming of projects

- ❑ **Cost-benefit Analysis:** Overall conclusions identification of best-practice, value-for-money by taking into account qualitative context and long-term outcomes

However, the evaluation should be read in light of the context of wider Sure Start programme developments, such as the Family Resource Centre developments, which will impact significantly on the cost-benefit of service provision.

This report focuses on the service evaluation of the Muslim Women Welfare's Association projects, and was conducted between February and May 2004.

Methodology

To gain an understanding of the service on the six key dimensions, the evaluation necessitates a number of levels of analysis. These include background and desk-top research, consultation across the partnership, qualitative and quantitative analysis of data. Interviews have been conducted at all levels of engagement; with service users, paid staff, and service co-ordinators. This multi-level approach ensures feedback is obtained from people engaged at all levels of service provision and use. A variety of consultation methodologies have been employed and are listed below.

- ❑ **Interviews with Service Manager (25th March 2004):** A one hour semi-structured interview with the project manager, who also tutors the dress-making project.
- ❑ **Staff Interviews (25th March 2003)** A 1 hour semi-structured group interview was held with the English tutor and crèche manager.
- ❑ **User interviews (25th March 2004)** A total of 17 users were interviewed. 10 respondents attended the dress-making class and 12 respondents attended the English classes (i.e. 5 respondents attended both classes).
- ❑ **Observation of Service (25th March 2004)** Observation of the dress-making service was conducted. However, the nature of the English classes meant that observation may be detrimental to the class, and so no observation was undertaken.
- ❑ **Unit-cost analysis** This was undertaken by using the basic unit cost model which deduces what the average cost of a contact is by reference to the total Sure Start contribution, using data from 2003/4 and the total grant made available in 2003/04. Bench-marking costs are provided to enable comparison of unit costs for the purposes of assessing cost effectiveness for the English classes and crèche provision.

Service Profile

The Muslim Women's Welfare Association is a voluntary organisation that provides a range of services for ethnic minority groups in the Loxford area. These services are a dress-making class, English language classes and cookery workshops. Sure Start Loxford provides funding for all three of these services.

English Classes

Objectives

The MWWA ESOL project's overarching objective is to improve English comprehension and speaking, with four key sub-objectives.

1. To improve English language skills
2. To provide a venue for social interaction and peer support
3. Increase job and education opportunities through increased proficiency in English
4. To improve the immediate life-circumstances of the carer's child, through the social and economic benefits of speaking English.
5. To develop confidence and self-esteem

Targets

No specific project targets established.

Format

The English classes are held for 2 hours once a week, every Wednesday morning between 10am and 12pm at St Luke's Church Hall

Staff

Project staff includes one tutor, one assistant and two or three crèche workers.

Attendance

Average weekly attendance is 12, and there are frequently different users in each session. There are currently 24 women registered.

User Profile

By the nature of the service offered, the English class successfully engages the harder-to-reach community of non-English speaking parents. This group is cross-cutting in terms of demographic factors, however is a recognised cohort, including asylum seekers and refugees.

Costs

Sure Start funding for the English Classes is £5,351 excluding crèche provision.

Dress-making

Objectives

The MWWA dress-making project aims to teach Muslim Women basic tailoring skills, with five key sub-objectives :

1. Develop skills in dress-making, including patterning and machinery
2. To provide a venue for social interaction and peer support
3. Provide vocational training and increase job opportunities (e.g. work within local shops or establish own business)
4. Improve economic circumstance directly by making clothes for themselves and their family
5. To improve English language skills, as classes are taught in English and a basic level of English is required to understand class instruction.
6. To develop confidence and self-esteem

Target

The service aims that every service user produces up to three garments.

Format

The dress-making classes are held for 2 hours once a week, every Thursday morning between 10am and 12pm at St Luke's Church Hall.

Staff

Project staff includes one dress-making tutor, one assistant and two or three crèche workers.

Attendance

Average weekly attendance is 12. There are currently 20 women registered.

User Profile

The dress-making class is being accessed by people of a mixture of ethnic backgrounds, including those of Muslim, Christian, sikh and hindu religions.

Costs

Sure Start funding for the Dress-Making Class is £10,499 excluding crèche provision.

Other services

In addition to the two services above the MWWA has also provided a Cookery Class for 12 weeks and a one-off event for service users. The majority of this report will focus on the core services, however the Cookery Class and events will be considered in the unit-costs analysis.

Strategic Dimension

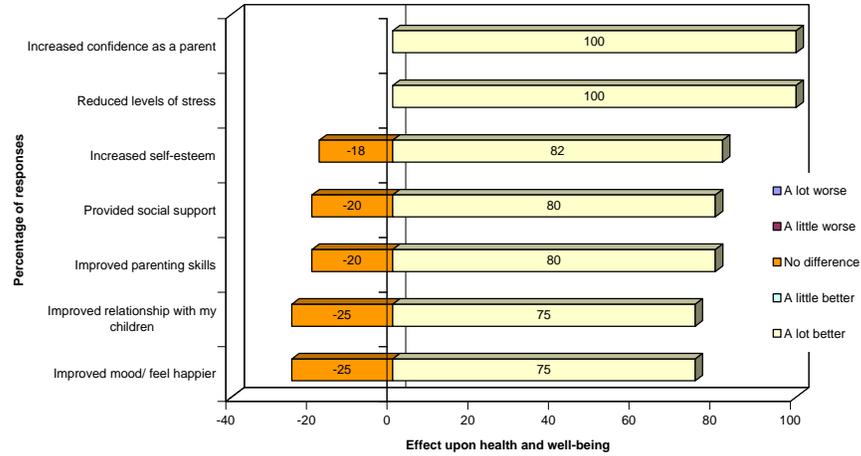
The MWWA services have limited alignment with Sure Start objectives. The nature of the service means that support is targeted, and provided directly to parents and carers, with only an indirect impact on children. In this respect, the MWWA can only be considered to supporting *Objective 4: Strengthening Families and Communities*. More specifically, the MWWA classes improve the life-chances of parents accessing classes through enlarging their skill-set, increasing their general sense of health and well-being.

The classes aim to involve families in building capacity in the community and creating pathways out of poverty. The Dressmaking classes work towards the *Strengthening families and communities* objective by giving users the skills to increase their income levels. The English classes work towards the strengthening families and communities objective since improved language skills works towards improved employability.

In addition, the project demonstrates a significant degree of success in meeting the sub-objectives of the programme, including developing self-esteem, providing a social opportunity, and increasing confidence. The In general, the English class shows slightly higher levels of impact than the dress-making class.

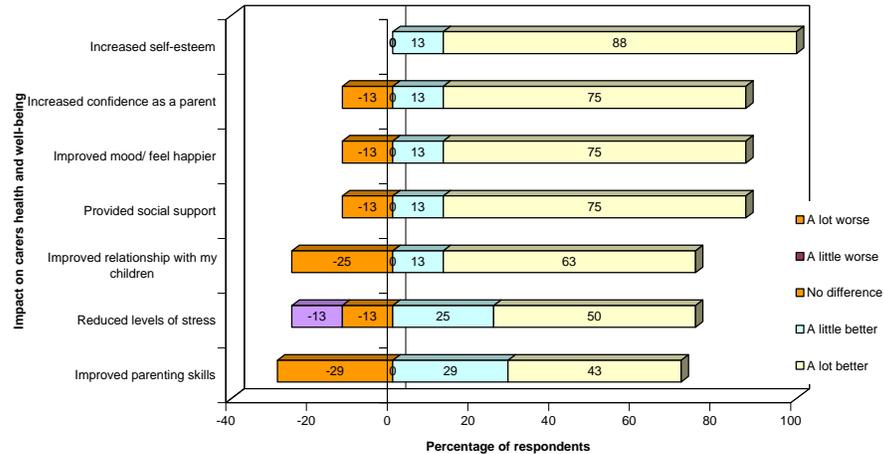
The English class is perceived by parents as having most impact on their confidence and reducing their levels of stress.

Chart A: Impact of English classes upon carer's health and well-being



The dress-making class is also seen as having significant impact across a range of health and well-being factors. Similarly to the English classes, the service is seen as impacting mostly on self-esteem and confidence.

Chart B: Impact of dress-making class upon carer's health and well-being



Moreover, whilst the service may not be directly aligned with Sure Start objectives, the MWWA project does demonstrate exceptional success in accessing families in harder-to-reach communities. Whilst this is not a

specific objective, it is a key principle that Sure Start projects should access the 'harder-to-reach' groups, and the National Evaluation of Sure Start recommends that accessing harder-to-reach groups would be a positive outcome, and should be a specific target¹.

¹ *National Evaluation of Sure Start* @ www.ness.bbk.ac.uk. Further, the *Sure Start Unit* recently sponsored a conference on how to access hard-to-reach groups on 02/04/04

Operational Dimension

The efficacy of operational processes is examined in this dimension, including extent of partnership working with external agencies. As the English class and the dress-making class are provided by the MWWA similar operational processes and procedures are in place and evaluation of this dimension is merged.

Organisational structure and management

The dress-making class is facilitated by one tutor and one assistant. The English class has only one tutor. Both services are managed by the service manager. In fact, the service manager is also the tutor for the dress-making classes.

Whilst there was a recent concern around crèche provision, the crèche facilities have recently been commissioned from the Pre-school Learning Alliance for both groups.

Integration with other service providers

Integration with other service providers is limited. The classes are fairly insular due to the need for a fairly rigid structure in taught courses. Consequently there is limited access to the courses by other service providers, as any informal consultation or assessment would be largely unsuitable within the environment of a classroom or workshop.

The service manager is aware of other services provided by Sure Start, and elsewhere. However the classes are not providing an effective gateway to other services for those engaging in them, indicating that the information is not being effectively disseminated. This is a key challenge that would need to be addressed by the MWWA to ensure the needs of harder-to-reach groups are being supported by the Sure Start partnership.

This is potentially a key role for the service, and will demand active development by the project manager in terms of establishing effective information dissemination procedures for parents, effective feedback procedures to other services and better identification of needs within the classes. Better identification could be achieved through ensuring access to a wider range of health and social care professionals or through training and development of roles of current staff.

Communication with other service providers

Awareness

The dress-making class has a high level of awareness within its target community. This is due to the provision of the course through an existing community organisation and due to the close-knit nature of the Muslim community itself. Advertising for the dress-making course is done through Sure Start. Independent leaflets are also sent to parents monthly to advertise the courses.

Referral/ assessment

Referrals for the dress-making course are received from a wide range of agencies, including Sure Start, Asian Women's Association, Disability Agency, Education and Council, mid-wifery services and hospitals.

Training

No specific training is provided to staff through Sure Start funding. However, as identified previously training could prove beneficial in developing integration of the services with the wider Sure Start partnership.

Implementation Dimension

This dimension of the evaluation assesses the overall quality of services; including the extent to which services meet user needs and expectations

Dressmaking project

Overall, the dress-making project is highly regarded by users, and is considered accessible and of high quality.

Profile of service-use

- **Length of service use** The majority of respondents (70%) have only been using the dressmaking classes for between 0-3 months (see graph 10 in appendix 2). With an average attendance of 10 parents a week, turn-over is relatively high. However, the target of the service is to allow parents to design and make three garments, hence there is a limit to length of service use.
- **Frequency of service use** All service users interviewed said they were accessing the service once a week, indicating very regular attendance.

Quality of service provision

Overall, the service provided was perceived, by users and providers, to be of a good quality in relation to accessibility, capacity and staff.

Accessibility

The dressmaking classes have successfully provided an accessible service. 80% of the sample thought the classes ran for the right length of time. 90% thought the times of the classes were suitable.

User- Appraisal

Much of the testimony as to why the users enjoyed the classes was because it was a supportive program for them, where they had contact with their peers and an opportunity to get out of the house. Indeed, a quarter of respondents cited contact with other women as being the most beneficial aspect of the service for them.

33% of respondents identified the opportunity to learn something new as the best aspect of the dress-making services. Comments included “*increases learning*” and “*learning new skills*”.

A third of respondents also cited the crèche as having made a positive impact upon their child, increasing their confidence, providing social opportunities and improving their mood.

Other reasons cited by respondents included “*making clothes for the children*” and “*saves money*”

Capacity

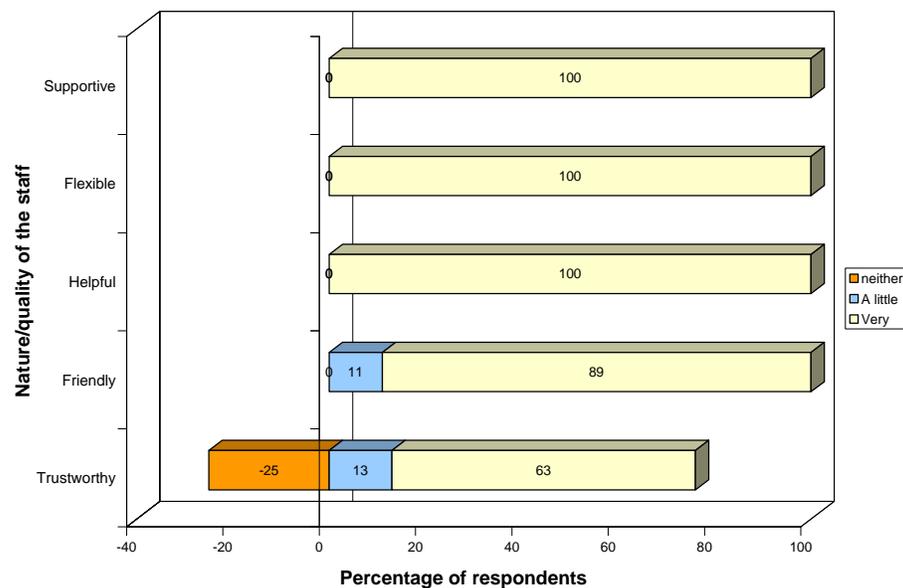
The evaluation indicates that the size of the groups is optimal for a taught course. However, the unit cost analysis (ref: page 18) shows the service to be relatively expensive at £263 per group, with an average attendance of 12 users.

The project leader feels the group is running to capacity, as she was working more than her contracted hours to support the project. This was corroborated by the majority of users, as key suggestions for improvements were to increase staff and capacity.

Staff

100% of respondents were in agreement that the staff were very helpful, flexible and supportive.

Graph C: Opinion of the nature/qualities of the Dress-making class tutors

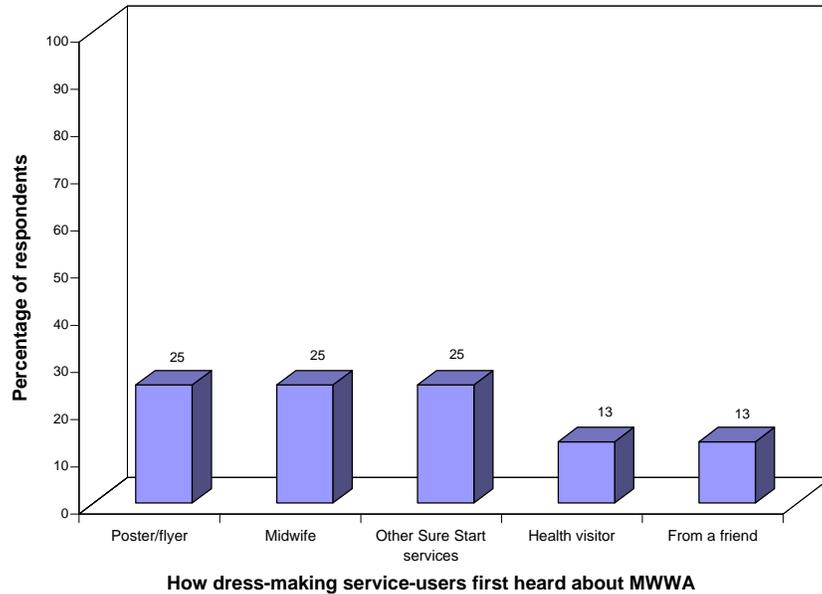


Communication with Users

Advertising/Awareness

Awareness of the dress-making service came from a mix of sources. These ranged from other Sure Start services, from a friend, poster/flyer/website, midwife.

Graph D: How respondents first heard about the dress-making service



Feedback

None of the respondents were aware of any feedback or complaints procedure, or had ever made a complaint. However, users are requested to complete feedback forms on an ad-hoc basis. The service may benefit from formalising this process to allow on-going feedback.

Signposting to other services

Signposting to other services in the dress-making class is poor, and occurs in an *ad hoc* and unsystematic way. During interviews it became clear that there was a lack of awareness about other Sure Start services, or other agencies in the area.

English Classes

Profile of service-Use

- Length of service The majority of respondents had been using the English classes for between 0 and 3 months. This is similar to the dressmaking service, and again we can suggest that either take-up has recently increased or user-turnover is high.
- Frequency of service use All service-users came to the classes once a week

Quality of Service Provision

Accessibility

The accessibility of the location of classes was cited by a number of respondents as a key reason for attending these classes, rather than the college. Most negative responses in relation to accessibility were to ask for more frequent class provision.

All respondents stated that classes were at suitable times, although 64% said they were too short.

User-Appraisal

The service was perceived by users as working well. In particular the students were pleased with their tutelage on grammar, writing and speaking, and hence unsurprisingly the teaching was highly praised

Significantly however, the majority of users suggested that the class would be improved by segregating users based on proficiency in English. This was also highlighted as best practice by the English tutor, who felt that those who were more advanced were being held back by the less proficient speakers. This is discussed further under *Capacity* below.

There was a mixed response to the quality of the equipment at the English classes (see graph 16 in appendix 2) but almost all proposed that the classes would be improved with supplementary computer lessons.

Capacity

The evaluation indicates that the size of the group is too large for effective tutoring in English, and both students and facilitators suggested that dividing the class on the basis of proficiency in English would optimise teaching. However, the unit cost analysis (Ref: pages 17-18) shows the service to be relatively expensive at £134 per group, with an

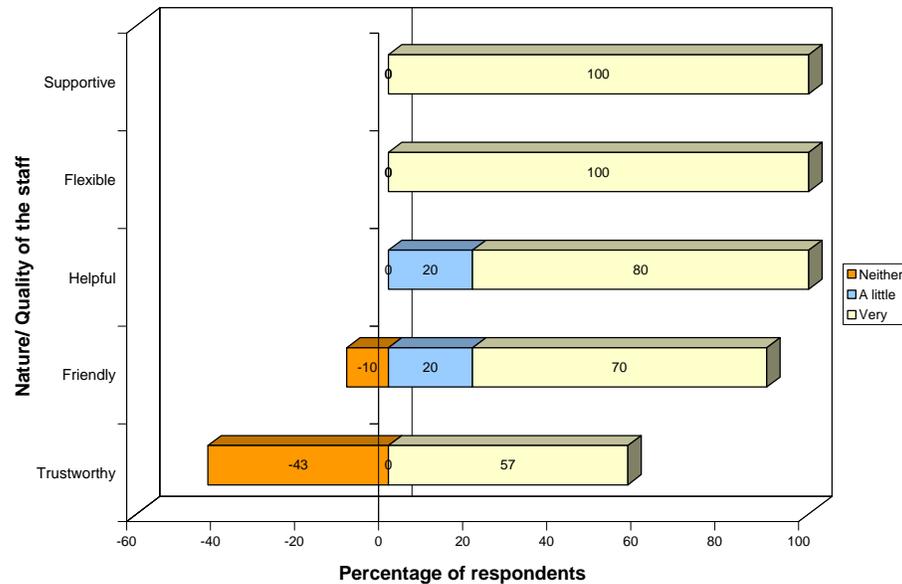
average attendance of 12 users (though significantly less than the dress-making class).

Unit –cost analysis shows the classes to be significantly more than at the local college for a comparable service. Therefore we recommend that this avenue could be explored as a gateway to provide increased services (e.g. for computers).

Staff

The staff were highly praised; scoring most highly on qualities, of supportiveness, friendliness and helpfulness.

Graph E: Opinion of the nature/qualities of the English class tutors



(excludes *Don't Knows*)

Communication with Users

Advertising/Awareness

There were relatively few responses to this question with only three respondents answering the question. Of these two stated they had heard of the service from a friend, and one from their health visitor.

Feedback

As with the dress-making class, none of the respondents were aware of any feedback or complaints procedure, or had ever made a complaint. Again, this indicates a need for more effective feedback mechanisms to allow for user comments to shape service to meet their needs.

Signposting

As with dress-making there was no evidence of signposting to other services in the English classes. The classes are very targeted, and tutors did not seem aware of the opportunity that exists to engage service users in others services.

Unit–Cost analysis

The unit-cost analysis is based on average or approximate data due to the high degree of flexibility of working practice across all services. The unit-cost analysis includes on-costs, such as administration expenditure, capital costs etc.

The total cost of the MWWA projects (including events) for 2003/4 was £20,507 plus an additional £7,000 for crèche provision. The cost of crèche provision will be excluded from this analysis as it varied between projects and so does not accurately reflect a standard cost of crèche provision. In addition, the crèche service for both English classes will be provided under a PSLA contract with the Pre-school Learning Alliance for 2004/5.

Total cost, excluding crèche, is £5,351 for the English Classes and £13,649 for the dress-making classes.

English classes

The English classes run once a week for two-hours, costing £134 per group (based on 40 groups per year). With an average regular attendance of 12 mothers, this results in a cost per person per group of £11.

A total of 27 new contacts between April 2003 and January 2004 is a cost of £165 to make a new contact.

Dress-making classes

The dress-making classes run once a week for two-hours, costing £263 per group (based on 40 groups per year). With an average regular attendance of 12 mothers, this results in a cost per person per group of £22.

A total of 22 new contacts between April 2003 and January 2004 is a cost of £517 per contact.

Cookery Class

The cookery classes used to run once a week for two-hours, costing £263 per group (based on 12 weeks). As with dress-making, an average regular attendance of 12 mothers results in a cost per person per group of £22.

Comparative Analysis

Comparative analysis has been conducted to:-

- ❑ A group provided by another Sure Start programme with shared objectives to the MWWA projects
- ❑ Family support workers studied as part of *Unit Costs of Health and Social Care 2003*

Table 1: Comparative costs of service provision for MWWA projects (including creche)

Service provided	MWWA Dress-making group per person	MWWA English classes per person	English class pp (RIAE)
Average group cost (2 hrs)	£22	£11	£13.60

Table 2: Comparative costs of crèche provision

Service provided	MWWA – creche provision (Pre-school Learning Alliance)	Local Authority Day Nursery – Unit Cost	Creche provision for English Classes (RIAE)
Group – average cost per hour	£11	£9	£1.80

Cost-Benefit Analysis

There are a number of issues highlighted by the evaluation of the MWWA groups. These are central to both the dress-making and English class analyses of cost-benefit and development opportunities.

The first issue is the limited degree to which the services are aligned with Sure Start principles, and contribute to meeting Sure Start aims and objectives. The two services provided by the MWWA are both effective in achieving their key objectives: teaching dress-making and English to service users. However these overarching objectives are not particularly aligned with Sure Start objectives, and hence the direct impact of service on the four key Sure Start objectives is limited. However, this is not to say that there is no benefit to the Sure Start community. The services have a number of sub-objectives that support Sure Start *Objective 4: Strengthening Families and Communities*, such as providing peer support, vocational training, and developing confidence and self-esteem.

The second issue critical to the evaluation of services is their significant success in accessing harder-to-reach groups. This engagement of harder-to-reach groups has not been achieved so successfully across other Sure Start services, hence this could provide a unique opportunity for other Sure Start services to reach isolated communities with additional needs, and vice-versa. However, this opportunity is not currently being maximised.

A third issue is the relatively high cost of the dress-making project (£22 per person excluding crèche provision). This cost needs to be taken into account in conjunction with the first two issues; the services relatively weak alignment with objectives but strong opportunity to engage harder-to-reach groups with services. The English Classes provide good value-for-money (£11 per person per group, excluding crèche), and, as with dress-making, these groups also provide a valuable opportunity to engage harder-to-reach groups in other services.

Currently, therefore, neither service is optimising the engagement of harder-to-reach groups. There are two possibilities for service provision; commissioning the services from an alternative provider or developing the current services to ensure optimal value-for-money is achieved through accessing harder-to-reach groups.

In commissioning services from an alternative provider, the opportunity exists to follow established models of best practice. An example of this is employing college tutors to teach basic English in the community, and

as users become more proficient and progress to higher levels, they begin to access higher level courses at the college. This provides a gradual integration of harder-to-reach groups into accessing mainstream services, whilst increasing confidence and teaching skills.

However, the project manager of the MWWA has established a high degree of trust and respect within the community, and as such provides significant added value to the service. This relationship with the community creates a solid foundation for the service to act as a conduit to other services. However, following best practice, the service would need to develop to ensure one of its key objectives is integrating users with others services. This is particularly the case for the dress-making class, bearing in mind the higher service costs. Suggestions for service development include;

- Increase advertising of other services at group venues
- Ensure on-going information dissemination about other services by facilitators (so ensure facilitators are fully aware of services)
- Allow other service providers to access the groups, allowing for assessment of needs and information dissemination
- Provide additional training for tutors in identification and assessment of additional needs

The cost-benefit of the MWWA service should also take into consideration the forthcoming development of the Family Resource Centre, which would provide a more suitable venue at which to hold the classes. Moreover, by the nature of the classes being co-located within the Sure Start offices, integration with other services would be significantly facilitated.

The cost-benefit analysis of the services would need to be re-assessed in the light of project development and success in achieving these aims. However the value of the service in providing peer support, and the impact on user's health and well-being is significant, and can make an important difference to the well-being of service users. However, it is the opportunity to maximise this impact that need to be addressed to provide optimal value-for-money and maximise opportunities for mainstreaming or to ensure access to alternative funding.

Complimenting these developments, the project needs to establish clear outcome measures to demonstrate its contributions to Sure Start and programme objectives. These need to:

- ❑ Demonstrate to what extent the service is accessing harder-to-reach groups, both in terms of the Muslim population and other religious denominations {monitoring data could help support this in this analysis }
- ❑ Show the impact made on Objective 4 through measures of changes in health and well-being measures for parents and children
- ❑ Show the efficacy of projects in meeting their specific objectives (i.e. teaching English and dress-making). This could be achieved by developing user-focussed targets for competencies in the classes.

This would evidence the efficacy of the service and support its efforts in obtaining funding or being mainstreamed.

Appendix Part 1

Sure Start Targets (PSA's)

Public Service Agreement Targets are targets which have been set in order to measure Sure Starts' progress against them.

Objective 1: Improving social and emotional development

In fully operational programmes, achieve by 2005-06 a percent increase in the proportion of babies and young children aged 0 – 5 with normal levels of personal, social and emotional development for their age.

- The target is to improve the personal, social and emotional development of young children aged 0 -5.

Objective 2: Improving health

In fully operational programmes, achieve by 2005-06 a six percentage point reduction in the proportion of mothers who continue to smoke during pregnancy.

- The target is to reduce by 6 percentage points the proportion of women who had a live birth in the measurement period and continued to smoke during pregnancy

Objective 3: Improving learning

In fully operational programmes, achieve by 2005-06 a per cent increase in the proportion of children having normal levels of communication, language and literacy at the end of the Foundation stage and an increase in the proportion of young children with satisfactory speech and language development at age 2 years.

- Target levels will be set so they aim to narrow gap between children in areas targeted by SSEYCU programmes and children generally.

Objective 4: Strengthening families and communities

In fully operational programmes, to achieve by 2005-06 a 12 percent reduction in the proportion of young children (aged 0 -4) living in households where no one is working.

- The target refers to a reduction in the number of children aged 0 – 4 (up until fifth birthday) living in fully operational programme areas that are living in households where no adult of working age is in paid employment.

Service Delivery Agreements (SDA's)

Service Delivery Agreements support and compliment the PSA targets and objectives. The SDA's are wider and also contain more specific detail which can effectuate delivery of PSA's as well as procure other positive benefits.

In order to make it easier for all parents to find the childcare they need when they need it, in particular in the most disadvantaged areas, so that they can work.

Public Service Agreement target for fully operational programmes, by March 2006: a 12% reduction in the proportion of young children living in households where no-one is working.

Sure Start Unit will contribute to the DWP PSA target to reduce the proportion of children in households with no-one in work over the 3 years from Spring 2003 to Spring 2006 by 6.5% and to the joint HMT/DWP PSA target to reduce the number of children in low-income households by at least a quarter by 2004, as a contribution towards the broader target of halving child poverty by 2010 and eradicating it by 2020.

Service Delivery Agreement Targets, by March 2006

1. To create 250,000 new childcare places for at least 450,000 children, (approximately 280,000 children net of turnover) *in addition to the new places for 1.6m children to be created between 1997 and 2004.*
2. To create 180,000 new childcare places in the 20% most disadvantaged wards (and smaller areas of disadvantage).
3. To create, by 2006, 95,000 new high quality out of school club childcare places for children of school age.
4. To establish Children's Centres in areas of disadvantage extending core Sure Start services to a further 300,000 children, so that by March 2006 at least 650,000 children have access to Children's Centre services.
5. To increase the percentage of childcare providers inspected by Ofsted rated as good or better by 2006. *Level to be set by 2004 when Ofsted system in place and initial baseline data available.*
6. To at least double the number of users of the Childcare Link website and local Children's Information Services.

Objective

Improving learning

In particular by promoting high quality care and education which supports children's development and early education, especially in disadvantaged areas and especially through early identification of and support for children with special needs.

Public Service Agreement for fully operational programmes, by March 2006: Ancrease in the proportion of children having normal levels of communication, language and literacy at the end of the Foundation Stage and an increase in the proportion of young children with satisfactory speech and development at age 2 years.

Service Delivery Agreement targets, by March 2006

- 7.95 per cent of Foundation Stage provision inspected by Ofsted rated good or better by 2006.
- 8.To increase the number of children who have their needs identified in line with early years action and early years action plus of the SEN code of practice and who have either a group or individual action plan in place. *Target percentage increase in number of children to be set by end of 2003-2004 when baseline date available.*
- 9.To increase the use of libraries by families with young children. *Target percentage increase to be set by 2004 when baseline data available.*

Objective

Improving social & emotional development

In particular in the most disadvantaged areas:

- *promoting greater parental understanding of and engagement in children's development;*
- *supporting early years and childcare providers in early identification of difficulties;*
- *increasing the contribution out of school provision makes to older children's development as citizens.*

Public Service Agreement target for fully operational programmes, by March 2006: An increase in the proportion of babies and young children aged 0-5 with normal levels of personal, social and emotional development for their age.

Service Delivery Agreement targets, by March 2006

10. All families with new born babies in Sure Start local programme and Children's Centre areas to be visited in first 2 months of their babies' life and given information about the services and support available to them.

Objective

Improving children's health

By improving awareness of healthy living amongst children and their service providers and, in particular in disadvantaged areas, by helping parents to support their children's healthy development before and after birth.

Public Service Agreement target for fully operational programmes, by March 2006: a 6 percentage point reduction in the proportion of mothers who continue to smoke during pregnancy.

11. Information and guidance on breastfeeding, nutrition, hygiene and safety available to all families with young children in Sure Start local programme and Children's Centre areas.

12. Reduce by 10 percent the number of children aged 0-4 living in Sure Start local programme and Children's Centre areas admitted to hospital as an emergency with gastro-enteritis, a lower respiratory infection or a severe injury.
13. Ante-natal advice and support available to all pregnant women and their families living in Sure Start local programme and Children's Centre areas.

Objective

Strengthening families and communities

By encouraging all providers of children's services to take a wider view of their role in the community and, in particular in disadvantaged areas, by involving families in building capacity in the community and creating pathways out of poverty.

Public Service Agreement for fully operational programmes, by March 2006: a 12% reduction in the proportion of young children living in households where no-one is working.

14. An increase in the proportion of families with young children reporting personal evidence of an improvement in the quality of family support services. *Target levels to be set, as percentages for families in disadvantaged areas and in all areas, by end of 2003-2004 when baseline data available.*
15. Local Authorities, Sure Start local programmes and Children's Centres to have effective links with Jobcentre Plus, local training providers and further/higher institutions.

Appendix Part 2

Profile of Service Users

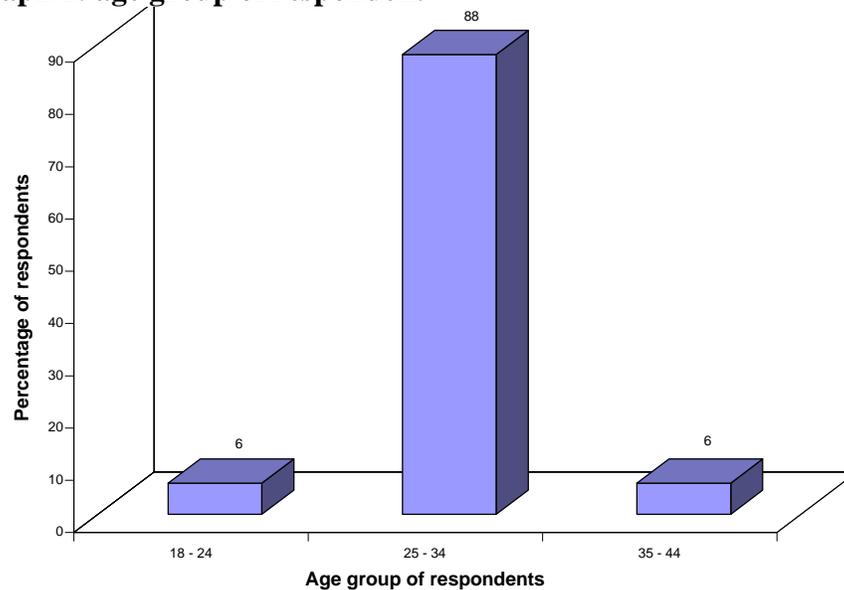
The charts following illustrate demographic details of the respondents surveyed, and some respondent details and experience of the service.

Gender

100% of the service users surveyed were female. Because this is an entirely female service, the gender element of the sample is entirely representative

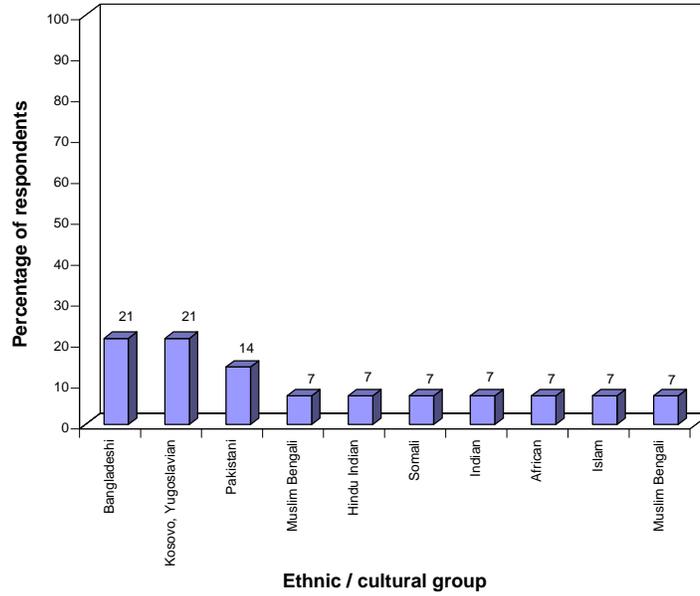
Age

Graph 1: age group of respondent



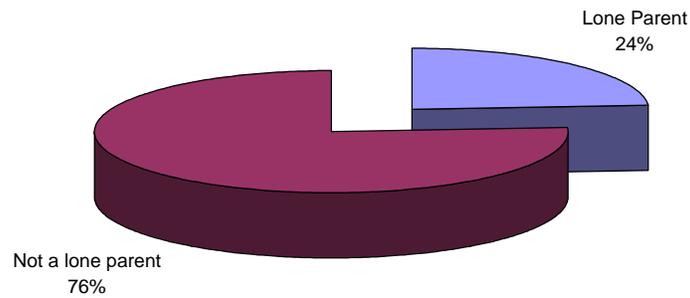
Ethnicity

Graph 2: Ethnic/cultural group of respondents



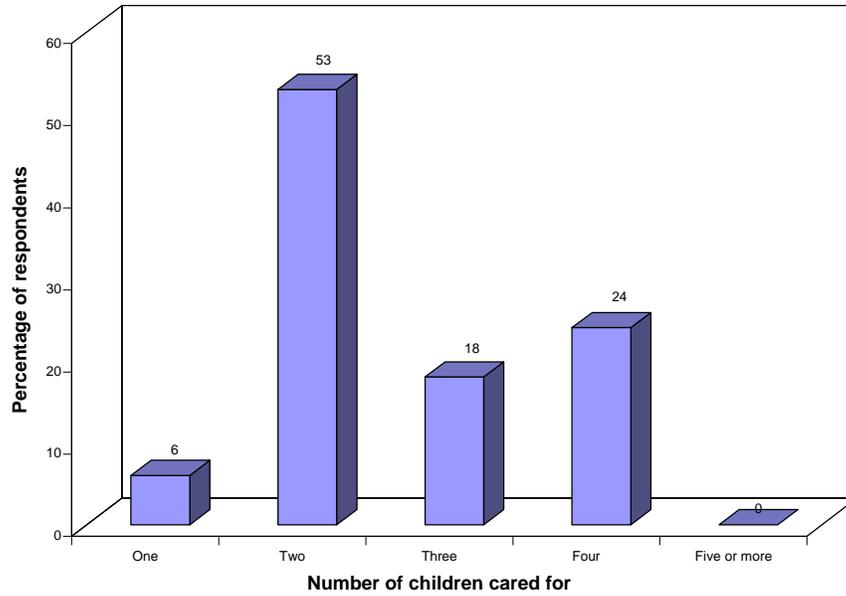
Family status

Graph 3: Lone parent status

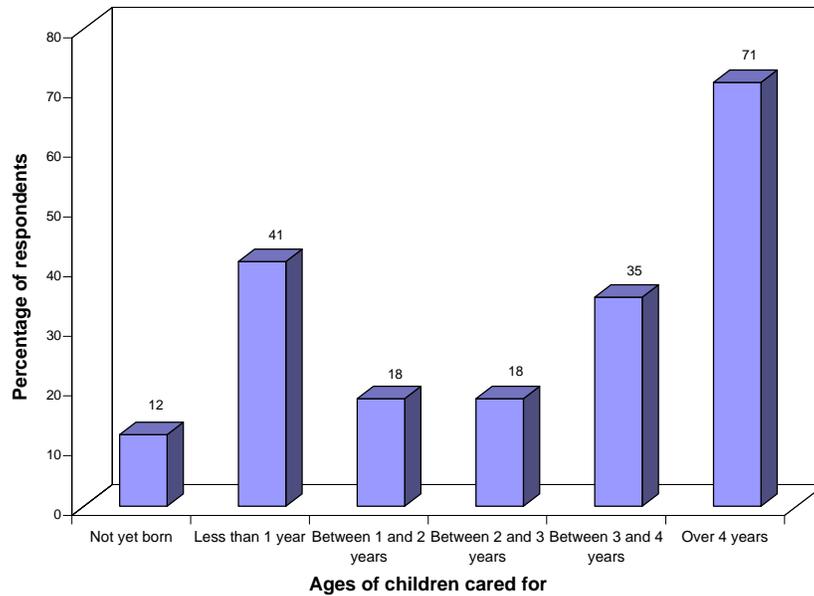


Profile of children

Graph 4: Numbers of children cared for

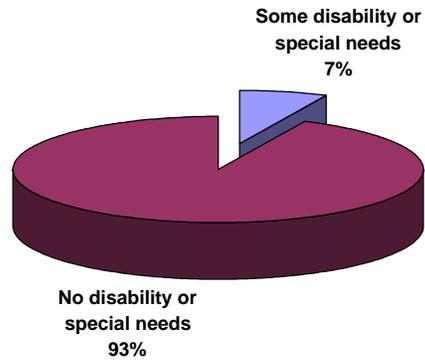


Graph 5: Ages of children cared for

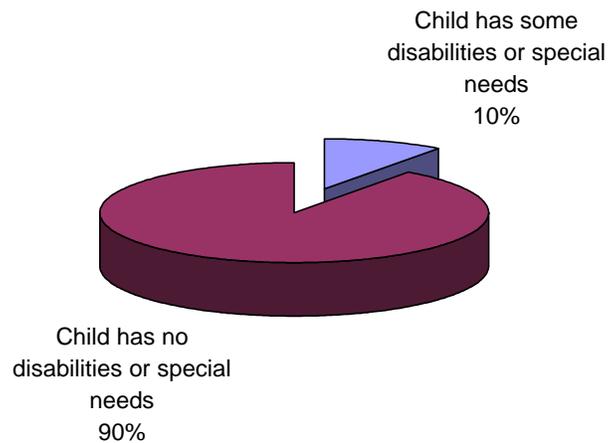


Additional needs

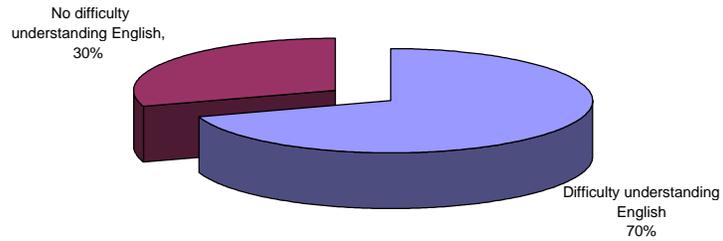
Graph 6: Percentage of respondents with disabilities



Graph 7 Childrens disabilities

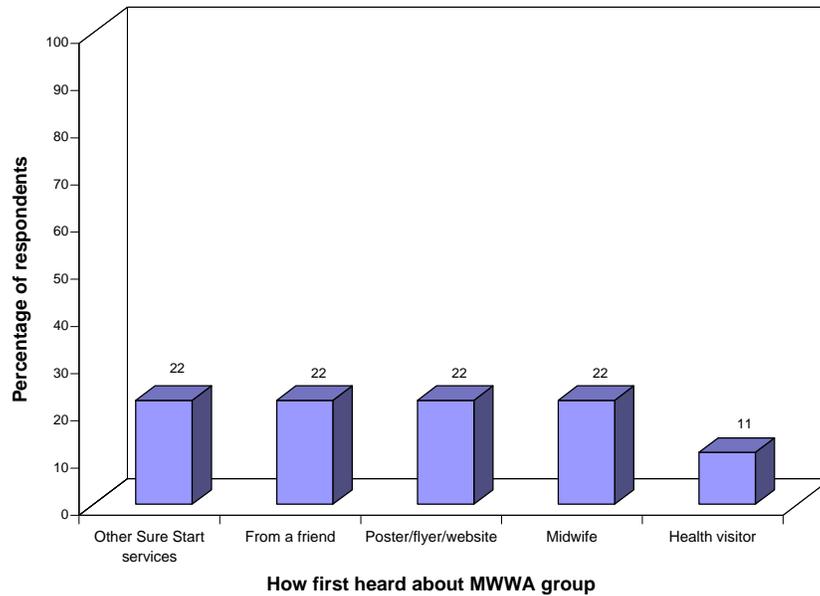


Graph 8 : Level of English comprehension



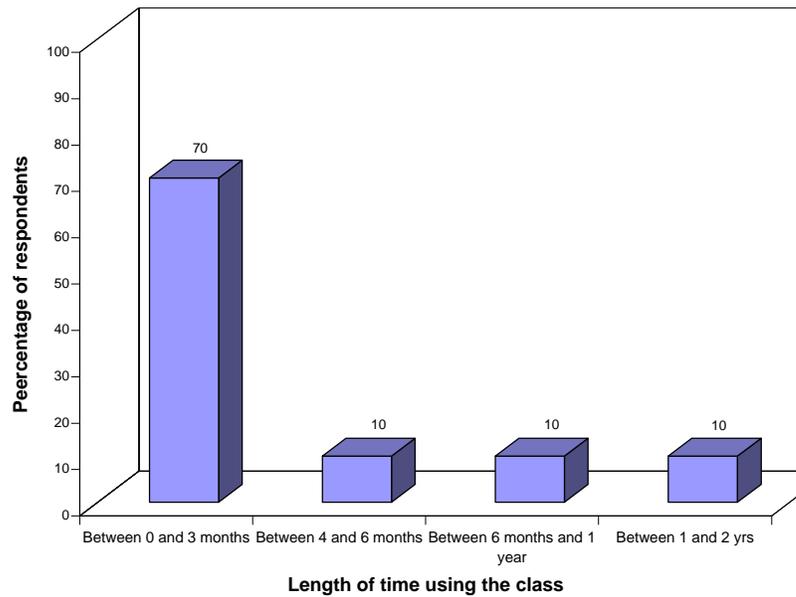
Service Communication

Graph 9: How first heard about the MWWA

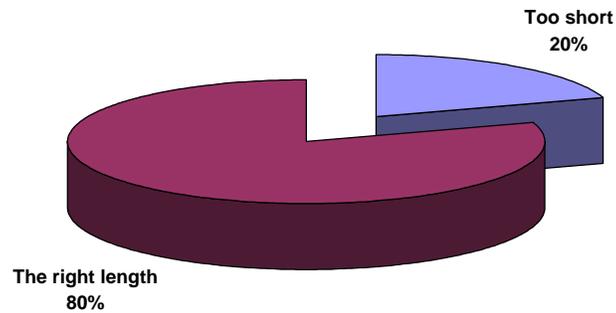


Dress-making Class

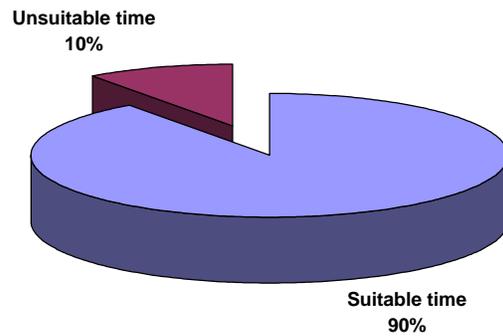
Graph 10: Length of time attending the Dress-making classes



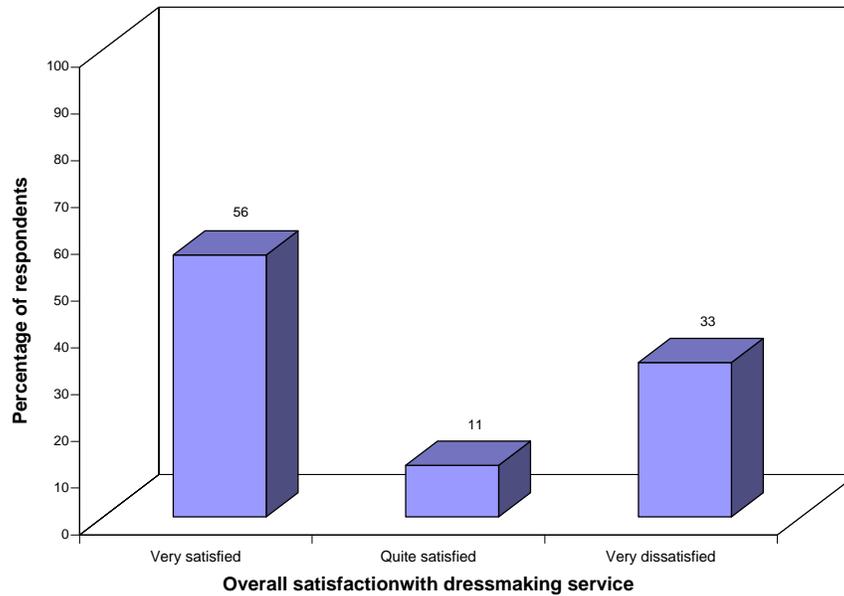
Graph 11: Suitability of length of dress-making classes



Graph 12: Suitability of times for dress-making



Graph 13: Overall level of satisfaction with dressmaking service

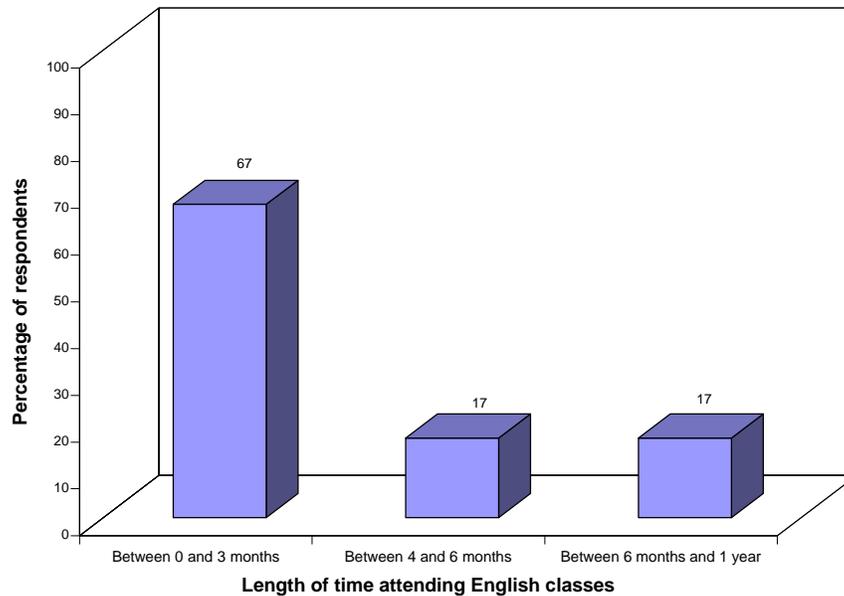


English Language Classes

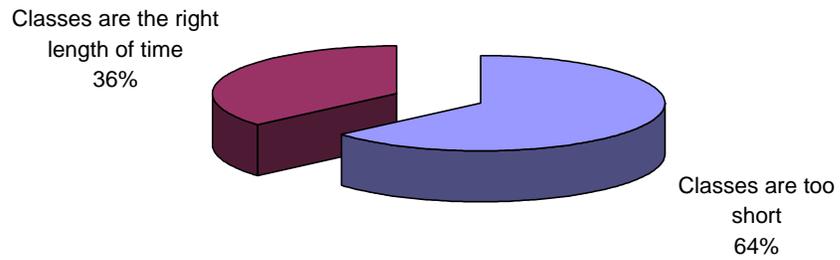
Table 2: Ethnic/cultural background of English-class-users

Ethnic/cultural group
Yugoslavia / Kosovo x 3
Somali
India
Pakistani
African
Islam
Muslim
Pakistani

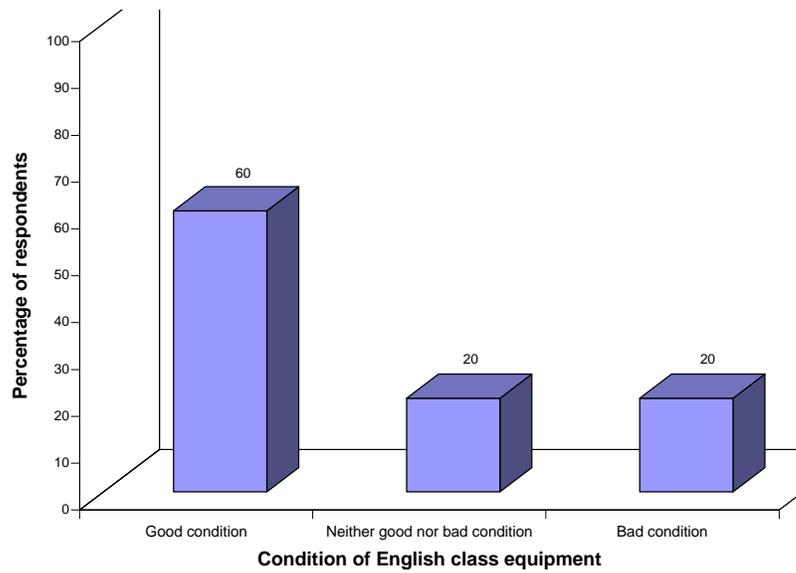
Graph 14: Length of time accessing English classes



Graph 15 Suitability of length of English classes



Graph 16: Opinion of equipment at the English classes



Graph 17: Overall satisfaction with English classes

