Sure Start West Bowling Programme
Local Evaluation

September 2004

The impact of training courses on women’s self-esteem, funded by Sure Start West Bowling, Bradford.

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Local Evaluation of the impact of training courses on women’s self-esteem Sure Start West Bowling

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Project Summary

Background: West Bowling Sure Start is a third wave programme located between the M606 and the city centre of Bradford. A training needs assessment was conducted prior to the programme being developed and the results established a need for training to be carried out within the locality of West Bowling. Subsequently, various courses have been developed in response to the clients expressed needs. These courses have been promoted through flyers (in the post), via word of mouth and with encouragement from Sure Start staff. The West Bowling training manager is aware of all current training that has been organised within the area. This enables her to signpost interested people within the locality to courses that will help them to meet their training needs. Gaps in training can be filled, where appropriate, by setting up new training programme where the demand exists. West Bowling Sure Start makes referrals to The Basic Skills Unit at the request of students. Education Bradford is currently helping to fund oracy courses (language development) through Sure Start West Bowling at three locations (Bowling Primary School, St Matthews and St Stephen’s, with Newby Primary School as the next planned venue). Childcare provision funded by Sure Start West Bowling is provided at several locations (See appendix 1).

Aims: This external evaluation is to explore whether and to what extent training courses supported by West Bowling Sure Start have impacted upon women’s self-esteem. In addition, it is important to understand in what ways women believe/perceive that they have benefited from the experience and/or the qualifications gained. Methodology: There were 2 focus groups consisting of 16 women and two face-to-face interviews conducted by the researcher (Julia Csikar). The interview schedule was devised in conjunction with the team at Sure Start West Bowling and all data have been transcribed. Results: The results have been obtained from themes that have been identified. The results show that overall, women accessing training funded by Sure Start West Bowling are feeling more self-confident, not only to mix with new groups of people but also to make new career choices. Their confidence appears to have also impacted on the way they manage their families and children. There was a call for more crèche places, support for women on courses and extra training for crèche workers. The evaluation process has also identified ways to improve internal monitoring for training courses. Conclusions: The training programme funded by Sure Start West Bowling is having a positive impact on women’s self-esteem and the impacts are also being felt within the family and the wider community.
Background

West Bowling Sure Start is a Third Wave Programme, having received approval from the Sure Start Unit in June 2001. It is located in Bradford between the M606 and the City Centre and comprises the local authority wards of Little Horton, Bowling and Odsal, which include neighbourhoods with significant employment problems. Compared with Bradford as a whole, there are a higher proportion of long term unemployed (36.9%), of unemployed who have never worked (16.7%) and of unemployed aged 16-24 years (32.2%) (Table 1).

Sure Start West Bowling coexists within their catchment area with other community projects which are funded by the government. Bradford Trident is a community led company which overlaps all of the Sure Start West Bowling area except for the Parkside Estate. Bradford Trident has a £50 million investment (funded by the government's New Deal for Communities) over a ten year period which will cover regeneration in the Park Lane, Marshfields and West Bowling areas of Bradford.

Table 1: Employment status of residents of Bowling and Little Horton compared with Bradford and England and Wales 2001/1991

<table>
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</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total</td>
<td>%</td>
<td>Total</td>
<td>%</td>
</tr>
<tr>
<td>Long term unemployed(2)</td>
<td>632</td>
<td>36.9 %</td>
<td>31.9%</td>
<td>30.3%</td>
</tr>
<tr>
<td>Unemployed who have never worked</td>
<td>286</td>
<td>16.7 %</td>
<td>14.0%</td>
<td>9.3%</td>
</tr>
<tr>
<td>Unemployed aged 16-24</td>
<td>553</td>
<td>32.2 %</td>
<td>32.3%</td>
<td>25.9%</td>
</tr>
<tr>
<td>Unemployed aged 50+</td>
<td>195</td>
<td>11.4 %</td>
<td>14.6%</td>
<td>18.6%</td>
</tr>
</tbody>
</table>

(1) Percentages as a proportion of all people who are unemployed.
(2) Long term unemployed are people who have not worked for two or more years
Source: 2001 Census: Bradford Community Statistics Project
NA = Not available
Sure Start West Bowling work in partnership with Trident in the area of childcare, paying the rent on the Foyer Nursery and part funding the Childcare Co-ordinator and other crèche/nursery posts. Trident is not restricted to a specific age range and therefore their scope of work is much wider than that of Sure Start. However, they do not provide training courses. Hence a gap has opened up to which Sure Start West Bowling has responded by attempting to build capacity in this area.

The West Bowling Sure Start catchment area includes an increasingly diverse minority ethnic population (Table 2), although the white community currently remains in the majority. In the 10 years between 1991 and 2001, there has been an increase in proportion of residents of Pakistani origin (from 17% to 25%) and a corresponding decrease in the white population (from 69% to 59%). Approximately 8% of the local population consists of children under 4 years of age.

**Table 2: Ethnic breakdown in Bowling & Little Horton compared to Bradford and England 2001/1991**

<table>
<thead>
<tr>
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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total</td>
<td>%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bangladeshi</td>
<td>1,237</td>
<td>3.6%</td>
<td>1.1%</td>
<td>0.5%</td>
</tr>
<tr>
<td>Black or Black British</td>
<td>939</td>
<td>2.7%</td>
<td>0.9%</td>
<td>1.1%</td>
</tr>
<tr>
<td>Indian</td>
<td>1,524</td>
<td>4.5%</td>
<td>2.7%</td>
<td>2.0%</td>
</tr>
<tr>
<td>Mixed(1)</td>
<td>1,019</td>
<td>3.0%</td>
<td>1.5%</td>
<td>1.3%</td>
</tr>
<tr>
<td>Pakistani</td>
<td>8,650</td>
<td>25.3%</td>
<td>14.5%</td>
<td>1.4%</td>
</tr>
<tr>
<td>White</td>
<td>20,116</td>
<td>58.9%</td>
<td>78.3%</td>
<td>91.3%</td>
</tr>
<tr>
<td>Other ethnic group</td>
<td>668</td>
<td>2.0%</td>
<td>1.0%</td>
<td>2.4%</td>
</tr>
</tbody>
</table>

(1) Mixed comprises of White and Black Caribbean, White and Black African, White and Asian and Other Mixed. In the 1991 Census there was no 'Mixed' category

Source: 2001 Census: Bradford Community Statistics Project

NA = Not available

Some UK minority ethnic groups, including many Pakistani Moslems, suffer substantial inequalities, with low average incomes, and live in very deprived areas in sub-standard or overcrowded homes. Unemployment rates also tend to be higher among Muslim South Asian
Local Evaluation of the impact of training courses on women’s self-esteem: Sure Start West Bowling

groups than among the white population\textsuperscript{5}. Coupled with this is evidence of variations in health relevant to certain sub-groups, including higher rates of heart disease, diabetes, hypertension and of mental illness\textsuperscript{2}. Racism, unemployment and feelings of isolation have been documented\textsuperscript{4}, which could explain aspects of these health variations. A higher proportion of South Asian women experience mental health problems, possibly related to a culture and/or to language barriers which can contribute to isolation. Inequalities in service use have also recorded. For instance, although GP practices appear to be well attended, Asian women access many other local health services less often than their white counterparts\textsuperscript{2}, for example, dental visits\textsuperscript{6} or physiotherapy appointments\textsuperscript{2} possibly due to linguistic or cultural barriers or lack of knowledge of their value, or to a lack of confidence\textsuperscript{7}.

A needs assessment designed to inform the programme development for West Bowling Sure Start identified a local training need. The revised Delivery Plan, published in December 2000\textsuperscript{8} identified that (a) the local community was anxious to do things for itself rather than have outside organisations impose solutions and (b) that training and employment initiatives were high on the community’s agenda and should form an integral component of Sure Start planning. Subsequently, various courses have been developed in response to the clients expressed needs.

Activities within West Bowling Sure Start are provided on a number of sites distributed across the locality. These include: Merton Fold/Ripleyville; Evens Terrace; Carlton Court; and, the Parkside Road Youth and Community Centre and Parkside Community Centre on Avenue Road. Some Sure Start activities also take place in a number of other local facilities such as local primary schools (e.g., St. Stephens, Bowling Park, St. Mathews and Newby) and family doctor surgeries (e.g., New Cross Street). West Bowling College provides facilities and support for a range of community training initiatives. Sure Start also has a partnership arrangement with Bradford Trident to provide support workers and hold sessions at the Foyer Community Crèche opened in January 2002.

West Bowling Sure Start makes referrals to The Basic Skills Unit at the request of students. \textit{Education Bradford} is currently helping to fund oracy courses (language development) through Sure Start West Bowling at three locations (Bowling Primary School, St Matthews and St Stephen’s, with Newby Primary School as the next planned venue). Since the child caring role can interfere with educational and career aspirations\textsuperscript{4}, crèche provision funded by Sure Start West
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Bowling is provided at several locations and this can help to support carers who are attending courses (See Appendix 1).

Education and training have a number of potential benefits. These include increasing the possibility for employability. Increasing employability can lead to a reduction in poverty and social exclusion. For many females it could also influence their own well being and promote their children's welfare too. Training can impact on the individual’s self-esteem and have a 'knock on effect' on their children’s development as well as the children's relationship with their parents. The process of training also links in with mental health which may be positively affected by motivation and by educational attainment. For South Asian women, it can also support them with their ability to cope with the increased stress that acclimatisation to a new culture may bring.

Combating factors that may lead to isolation have presented a challenge for mainstream providers to deliver appropriate services. Sure Start's underlying ethos of inclusion and equity of provision of appropriate services, recognised by parents, families and communities as meeting their needs is geared to tackle inequalities in the broadest sense.

**What is Evaluation?**

Evaluation is a tool that is essential to inform and strengthen programmes. Evaluation is not about the “success” or failure” of a programme, but is a means to provide information to determine if a programme is effective and to aid identification of opportunities for improvement. Evaluation also provides evidence to ensure continued support and investment in the programme.

**Programme evaluation** is an essential tool for:

- creating better information to judge the effect of a programme, not just relying on perceptions of success
- ensuring the best use of scarce resources for health and education
- maximising the quality and sustainability of the programme

**Process evaluation**

Process evaluation assesses what interventions have been implemented, with whom, and when. Process evaluation is a good way to determine what is happening within the programme and
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compliments outcome evaluation\textsuperscript{10}. It is carried out during the delivery of the programme and provides information about progress towards objectives and the need for interim adjustments.

Process evaluation can be carried out formally by logging specific feedback at certain points in the programme. This gives the team, the opportunity to reflect at set times and re-direct the programme if required. An informal approach can also be adopted whereby all feedback is logged as and when it arises, via word-of-mouth. At present the Sure Start team employ both systems of evaluation so can react to any problems identified and try to address them quickly and effectively. There are informal feedback mechanisms in place which are not being routinely recorded and to do so would be worthwhile to the credibility of this project and to the Sure Start Programme as a whole.

**Outcome evaluation**

Outcome evaluation measures whether and to what extent objectives have been achieved. Data collected before the programme started constitutes the baseline data. Collecting baseline data is an important component of the evaluation process as it makes it possible to assess whether change has occurred since the programme started. Both qualitative and quantitative data can provide baseline data, with relevant post intervention data used to assess whether changes have occurred according to the desired programme objectives.

Outcome evaluation answers questions such as:

- Is the training achieving what was expected, as expressed in the objectives?
- Were the expectations of students met?
- To what extent did the programme increase students’ knowledge, attitudes, and skills?
- Which specific training course has the best outcome for its students?
- Which was the least successful and why?

**Internal and external evaluations**

This is the first external evaluation to be carried out by the Local Evaluation Team in West Bowling. Sure Start West Bowling has also been involved in National Evaluation modules, the results of which will be released in due course. The external evaluation process should supplement what is already being carried out internally. All evaluation processes should inform the programme and also compliment each other.
Education and Training Activities in West Bowling:
West Bowling Sure Start supplies a diverse range of specific activities in support of its training and activities designed to improve employability as requested by the local community. These courses were first initiated in April 2002. A list of such training schemes, together with the number of local residents who completed each course for the period 2002-3 is shown in Table 3. The majority of participants were female, but 2 males did complete the Community Skills Work course.

Table 3: Main training schemes undertaken in West Bowling Sure Start programme between April 2002 and July 2003:

<table>
<thead>
<tr>
<th>Course</th>
<th>No of Participants</th>
<th>Date</th>
<th>Location</th>
<th>Duration</th>
<th>Qualification Gained</th>
</tr>
</thead>
<tbody>
<tr>
<td>Childcare Level 1 Course</td>
<td>15</td>
<td>2/10/02</td>
<td>West Bowling People’s Partnership</td>
<td>12 weeks</td>
<td>NVQ Level 1 in Childcare</td>
</tr>
<tr>
<td></td>
<td></td>
<td>13/01/03</td>
<td>Light of the World Community Centre</td>
<td>12 weeks</td>
<td></td>
</tr>
<tr>
<td>Childcare Level 2 Course</td>
<td>11</td>
<td>09/02-07/03</td>
<td>West Bowling People’s Partnership</td>
<td>30 weeks</td>
<td>NVQ Level 2 in Childcare</td>
</tr>
<tr>
<td>Community Skills Work Course</td>
<td>11</td>
<td>15/01/03</td>
<td>West Bowling People’s Partnership</td>
<td>10 weeks</td>
<td>Certificate</td>
</tr>
<tr>
<td>Community Skills</td>
<td>7</td>
<td></td>
<td></td>
<td></td>
<td>None</td>
</tr>
<tr>
<td>First Aid</td>
<td>25</td>
<td>04/02 &amp; 05/02</td>
<td>West Bowling People’s Partnership</td>
<td>9 hrs</td>
<td>Certificate in Basic First Aid</td>
</tr>
<tr>
<td>Recruitment and Selection</td>
<td>5</td>
<td>31/03/03 7 &amp; 8/04/03</td>
<td>West Bowling People’s Partnership</td>
<td>3 mornings</td>
<td>Certificate</td>
</tr>
<tr>
<td>Multicultural Cooking</td>
<td>Between 6 and 12</td>
<td>12/06/02-30/10/02</td>
<td>Evens Terrace</td>
<td>On-going</td>
<td>None</td>
</tr>
<tr>
<td></td>
<td></td>
<td>25/05/02-23/07/02</td>
<td>Ripleyville</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health &amp; Beauty Sessions</td>
<td>5</td>
<td>20/03/03-14/05/03</td>
<td>Ripleyville</td>
<td>6 weeks</td>
<td>None</td>
</tr>
</tbody>
</table>

These courses were promoted through flyers (in the post), via word of mouth and with encouragement from Sure Start staff. The West Bowling Sure Start Training Manager was fully conversant with all local training initiatives, whether provided by Sure Start or not. At the time of consultation there were no training organisations operating in the area. She was therefore able to signpost those people within the locality who were interested in attending courses that could help them to meet their training needs. There was also the potential to address any gaps in training.
that were identified, by setting up new training programme where sufficient demand existed, as appropriate for example, “Confidence building for parents”, “training in understanding benefits”, “parenting skills” have all been organised on demand in subsequent years.

From September 2003, West Bowling Sure Start continued to offer the following courses, with a maximum of 15 places per course offered:

- Childcare Level 2
- Health & Social Care
- Benefits Training
- Health & Beauty
- Basic First Aid
- Food & Hygiene
- Workshops – Developing Speech & Language in existing groups
- Confidence Building Sessions
- Speech & Language Workshops in schools

**AIMS**

This external evaluation will explore whether and to what extent training courses supported by West Bowling Sure Start have impacted upon the self-esteem of women who have used them. In addition, it is important to understand in what ways these women believe/perceive that they have benefited from the experience and/or from the qualifications gained.
METHODOLOGY

Exploratory work was initially undertaken by the leading researcher (JC). Information derived from the initial scoping helped in the formulation of guides for the subsequent interviews. A qualitative methodology was adopted to explore the impact of training on a range of outcomes, including self-esteem, among those women who had already completed some educational programme by August 2003. This methodology was applied since there was little qualitative data available and the team wanted to fully explore feelings and motivations behind the women’s training needs.

All participants taking part in this external evaluation had previously accessed training, completed training or were in the process of completing training with support of Sure Start West Bowling. Sure Start West Bowling set up courses, which are then run by local organisations, for example, Bowling College. All funding comes through Sure Start West Bowling. All participants were contacted by Sure Start West Bowling as researchers could not access personal files themselves due to the data protection act. The participants were initially contacted by letter, which was followed up with a telephone call, so that ultimately, a convenience sample was gained.

Two one-to-one interviews were carried out at Sure Start West Bowling. The two females involved had both progressed on to further and higher education with the assistance of Sure Start West Bowling. It was deemed important to gain their feedback and explore their perspectives and experiences. The overall aim of the one-to-one interviews was similar to that for the focus groups in gaining insight into any changes in self-esteem and their experiences of training and its potential impacts on their lives. The two one-to-one interviews were held at Sure Start West Bowling’s premises on Parkside Road, Bradford. The two separate focus groups were conducted at Sahib’s restaurant, Manchester Road Bradford.

The interview schedule was designed in collaboration with the team at Sure Start West Bowling. The interview guide was designed to explore the following topic areas:

- How did you find out about the training available in the area?
- Do you think the publicity was good enough, or could it be improved?
- Were you aware that childcare was available before you decided to apply for a training course?
- Did this influence your decision?
• Would you still have applied if childcare had not been available?
• Were you pleased with the quality of childcare offered?
• Was it flexible enough to meet your needs?
• Do you think that your child benefited in any way from having a crèche place?
• Has the training you have received made any difference to the way you feel about yourself?
• Has anyone else noticed a difference in you?
• What is your family's attitude to you going on training?
• Would family members have a positive view to you finding paid work?
• Would they be concerned about other people caring for your child while you were at work, or would they view this as a positive experience for your child as well?
• Are you satisfied with your current level of achievement, or would you like to train at a higher level?
• Has attending a training course made you more confident?
• How important is it for you that training takes place in the community?
• Would you now feel able to pursue training in a setting outside the community?
• What are your views on working mothers?

Written consent was sought from participants at the beginning of each session. In addition, basic demographic information such as age, which type of training had been undertaken and the length of course was gathered (see Appendix 2). Group and one-to-one discussions were audio recorded. Conversations were transcribed in order to organize findings thematically. Common responses to the questions were extracted from the data as well as broader themes at a more conceptual level (share ideas and meanings). Grounded theory was used to extract respondents’ own understandings and explanations in relation to their perceptions and experiences during the training and since in the context of their daily living. The ultimate aim was to identify positive and possibly negative elements of the process in order to develop future models of good practice and inform the service planning process.
RESULTS

Introduction:
The two focus groups involved 16 females whose ages ranged from 21 to 41 years. Regarding ethnic backgrounds, there were 6 white and 10 Pakistani women. Two one-to-one interviews were carried out with 2 Pakistani women on a training course leading to new careers. All volunteers for the sessions had a lively and interesting debate about training at West Bowling. All participants stated that they had enjoyed the sessions and welcomed the opportunity to feedback their comments.

Focus group 1: full transcription Appendix 3
Focus group 2: full transcription Appendix 4
Speech and language traineeship one-to-one: full transcription Appendix 5
Introductory midwifery traineeship one-to-one interview: full transcription Appendix 6

All findings from the focus groups and one-to-one meetings have been collated and presented together under various themes as follows:

Benefits of training within Sure Start West Bowling
There was a very positive attitude towards the training that women had received. They commented on their improved confidence as well as the opportunities offered to explore new career options.

"Over the last year I have done childcare level one and two and just basically I haven’t done any training or anything since my children was born. I wanted to get back into training and see if I wanted to work in childcare and I don’t think I do”.

The group also explored how the family is the most important aspect of their lives, but that the family's needs could sometimes take time away from a woman’s personal development. Once the children had reached an age when they could attend the crèche, the women though that training was an ideal way to develop themselves without damaging the family dynamic. Attending the crèche brought its own benefits, while the training enhanced their relationship with their child, family and the local community.

“My daughter is actually speaking now and has really come on since going to the crèche”.

“I think it is the interacting with other children and in the crèches they get to do different things”.
“When he came home he was much happier, before when he was at home all the time he would be cranky and he has got into a routine now”.

“I have done level 1 and level 2. I really did enjoy it. It made me realise that kids and your family are important but at the same time you are important too and you need time out for yourself as well. That is what the course did for me it gave me something else to focus on. It has really boosted my confidence up. I am actively looking for work now. I have a few interviews as well. If anything it has improved my confidence, it has been brilliant”.

“I had a lot of positive experiences, have no qualifications, and have 5 children. Once I started doing the courses, my family were very supportive in the end. My dad encourages me to go and do further courses.”

“It is great for your confidence and helps you to know your own community”.

“It has created a better friendship really you understand them [their child] more”.

“And you know how to treat your children not to treat them all equal as they all have different personalities. Now we treat our children appropriately. You must treat them as individuals”.

“He’s actually teaching me something as well”.

**Barriers to Accessing training**

The group also discussed the possible barriers to accessing training and felt that childcare provision was the main barrier as well as basic skills attainment. The value of a locally-based service was identified.

“You can’t do it [training] if there is no one to look after the children”.

“I am looking to go on another one that starts next week but I have to go to a college and I know that they don’t have many childcare places”.

“It helps the more you know and the courses are local. If you can’t drive it is hard. If you can get there yourself without asking for a lift it is a big help”.

**Crèche provision quality within West Bowling**

The group explored the positive and negative aspects of crèche provision within West Bowling and overall were happy with the services provided. There were some concerns about personnel operating at one facility but these concerns have been addressed by the training manager since the focus group was convened.
“They’re always very polite and welcoming, even if I want to bring in nephews and nieces”.

“Mine’s been going for so long and every time I bring her in or every time I come in to meet her, they’re so polite. Even if they don’t have places they’ll say it in such a nice and friendly way whereas at Parkside, X, she might be the nicest person but she hasn’t got a good way of rejecting you. I don’t know how to put it, but in a nice way I can take it if somebody was to say “Oh, no, sorry, they’ve all been taken” you’d walk out thinking, I tried. Whereas with X you’d got “Oh, no, no, no it just isn’t happen” and I just feel really horrible afterwards, walking out”.

“In the Foyer they are really polite and I was just thinking about it - when I start the childcare course I hope I can get them into the Foyer because I don’t want to take them anywhere else”.

“They’re really friendly to you, so sweet and even give him a cuddle”.

“He doesn’t like the playing area, he likes to be with everyone else, out and about. He likes playing out and they really keep in eye on him”.

Communication with parents within West Bowling

Discussions involved communicating with parents about new courses within West Bowling, including ways to improve how Sure Start West Bowling involves new parents. It was suggested that the programme’s agenda could be promoted in the most effective ways by ‘word of mouth’ as well as via ‘bilingual leaflets’.

“Leaflets, posters, managers, voluntary work, registered people can get calls”.

“If they [Sure Start West Bowling] could have a personal visit or attend an information day that might help”.

“It needs to be clearer. When we did level 1 and 2 there was not a lot of detail about them”.

“I found out about the courses through the crèche and through Shameen [training manager] who regularly lets us know what’s happening”.

“Our is the community room [crèche facility used] so we get a letter home through our children because they let us know what courses are available in the Community Room, so we know. Shameen lets us know usually. We’re usually sent a leaflet about the courses on at the moment but this time round she told us about a Child Care Level 1 and that Level 2 would start later”.

“I found out because I asked Glenn [Community Worker] from West Bowling Parkside Road. I asked him if there were any Child Care courses running or going to be starting and then he got in touch with me telling me if there were going to be any or not. He brought it [leaflet produced by Sure Start West Bowling about training] to me with a form to fill in but it was too late to start but may be next week, the following Friday”.
“The lady living next door to me she didn’t know anything about Sure Start”.

“May be they [employees at Sure Start West Bowling] should give them out at every school”.

“I was working for Sure Start and it was posting leaflets through people’s doors to let them know what courses were available and I found that that’s the best way. When I actually did my outreach work and I knocked on some people’s doors and they didn’t have a clue what Sure Start was. So it all depends whether your children are in school. Like my sister, her child is just coming to school this September whereas mine are older and I used to tell her about the courses because some people didn’t have that contact, so they wouldn’t know.

“It is improving I think because more people know about it now than they did a while back. But it can be improved”.

Confidence building

The purpose of this evaluation was to uncover the impacts of training within West Bowling provided by the local Sure Start programme. The themes uncovered were overwhelmingly that training had positively impacted upon the women’s confidence levels, on their ability to attend meetings and on their capacity to socialise with new people from different cultures. There was also evidence that training had reduced stress levels and episodes of depression.

“I’m doing things that I feel more confident about. I feel like I like to go out more, I feel like I like to dress up more because I’m going to these courses I feel much better as a person. Whereas before, I’d be at home, looking after the children, cooking, cleaning. Now I organise all the work and I am out five days a week”.

“I was confident from the beginning. But the confidence that I have gained working with different people and when I applied for this traineeship, I wasn’t sure I would be selected, but I was thinking that my qualifications from Pakistan and the people who were competing with me, they have from here and their speech was much better than me which I noticed and I wasn’t sure that they would select me. I think that was when I got this opportunity I thought that I might be able to do this, when I was selected”.

“[My] confidence is better because I didn’t really used to talk to anybody”.

“When I see somebody, I consider them as a family member now. Meeting people, talking, that’s the opportunity I’m getting now, getting new ideas”.

“My husband said “go for it”, as my daughter is full time in school. All my family is in Birmingham and it’s nice that I can go out. I used to get really down and I just sit there thinking but now it keeps me so busy and I have the confidence that I can do things. I know my English got worse being at home all of the time and I knew very little English and even writing was a problem. But now my confidence is coming back just after 4 or 5 weeks in the class. You meet new faces and it’s so lovely, it keeps me busy and active and happy. I don’t have time to get stressed”.

16
Summary of all groups convened

- All respondents were happy with the way information about training programmes was disseminated, but more information about each course was requested to enable a decision to be made as to whether the course was suitable for that person, for example the length of the course, location, level of English required or writing skills for example. Most respondents gained access to information about training courses from leaflets that were distributed at crèche or nursery venues. The West Bowling training manager and co-workers are also acting as information disseminators. Some people living in the community still remain unaware of Sure Start (what its objectives are and how it is working with the community).

- There was an understanding that childcare places operate on a first-come-first-served basis, but it was felt important to define the total number of places available as well. There was a call for crèche places to match the training places for women with children under 4 years old. This was cited as the most important reason for not attending a training course. As far as the impact of training on self-esteem was concerned, there were definite positive responses. This had led on to an impetus to keep training and to acquire even more new skills.

- Mothers commented that their children seem to have benefited from attending the crèches in terms of improvement in behaviour as well as in relation to their language skills. There were definite positive impacts upon the children as mothers felt more able to play constructively with them and believed they could better aid the development of their child. Some mums expressed difficulty in disciplining their children or teaching them good manners. The crèche provision is perceived as having a positive impact. Some mums felt that crèches had started that process so that now they felt more confident to continue it within the home environment. Mums also felt closer to their children as they spent more quality time with them and were able to share ideas and experiences.

- All families had supported the women in their training with positive feedback. Two respondents noted that the training had given them new career options on which they planned to build. The training was also cited as giving the women a new focus within their lives and integrating them within the local community. However, although the women have met new people they still felt that there is a cultural divide within the West Bowling community. Historically Asian and White parts of this community have not mixed together socially. The training programmes have given many women their first opportunity to actively get to know people from different ethnic backgrounds.
• Many women are returning to training now their families are growing up. Some had carried out training previously and then stopped to get married. Others had no previous training experience.

• The Foyer (crèche facility within West Bowling) seems to have a very good reputation for its childcare and customer service. There was concern expressed about Parkside (crèche facility within West Bowling), specifically regarding a worker who has offended some of the mums who felt that her manner was termed “abrupt”.

• The family’s needs are paramount, but it seems that childcare courses are giving women more knowledge about children at times that fit into their family schedule. Other family members seem to be very supportive of the women’s training programme.

• There have been problems experienced when trying to get a placement (placements are an integral part of childcare training - at NVQ levels 1, 2 and 3). Currently each student on the course is given a list and is expected to make the necessary telephone contacts herself. This seems too challenging for some mums who feel the process is both time consuming or that they do not feel empowered enough to cope with the process. The schools are not always aware of these placement needs. There can be problems getting the schools to agree that the trainees can work there.

• The voluntary work being carried out to supplement training and improve job prospects is seen as having a positive impact. Carrying out voluntary work alongside training programmes was seen as the best way to improve job opportunities. Education and experience is thought to create a total package for potential employers whilst giving the trainee the chance to decide whether that career is the right one for them.

• The training opportunities offered within this locality have enabled respondents to develop new career directions.

• Confidence has been gained by some respondents to lead groups and to develop new ways to work with the community using a multi-agency approach.

• One respondent was struggling with academic support and required help from a mentor to write essays as this was a new experience for her.

• Some respondents were not educationally focussed, therefore confidence building courses, arts and crafts have been offered within West Bowling.

• The West Bowling training manager feels that in order to combat issues faced by women in this community (lack of education or lack of self-confidence for example) it is essential to work on the whole family, but in a sensitive a slow way.
Local Evaluation of the impact of training courses on women’s self-esteem Sure Start West Bowling

Current Internal Evaluation carried out by Sure Start West Bowling

Within Sure Start West Bowling, each training session is evaluated and fed back to the Executive Board via a management report by Sonia Sandbach (Sure Start West Bowling Programme Manager). For the purposes of this evaluation, student feedback forms have been compiled by the Sure Start programme to demonstrate how these questions can be used to inform the service. Appendix 7 gives feedback from students on Childcare level 1 and Appendix 8 on Childcare level 2. Results from these feedback forms demonstrated that overall, feelings about the course were very positive. The West Bowling training manager has actioned any problems raised. For example when a venue was identified as being too small, she investigated and changed the facility to a larger room.

Current Evaluation carried out by Bowling College

Judy Midgley is based at Bowling College, Bradford, where most training services are accessed. She has previously carried out “exit guidance” for members of training groups who had been working with children. Individuals who had accessed training were brought together in a forum to discuss their goals and aspirations. An example can be seen in Appendix 9. All participants’ names have been anonymised with the letter “R”. However, there appeared to be some delay between these groups taking place and corresponding reports being written, due to the pressure of time and competing priorities.

DISCUSSION

This study aimed to explore whether and to what extent the training courses carried out and commissioned by Sure Start West Bowling has impacted upon women’s self-esteem, including ascertaining the views and perspectives of the women themselves. The barriers to access, the motivations for carrying out training and the ways in which facilities and personnel can be modified to accommodate the client group have all been explored. The external evaluation also takes into account current evaluation that is being carried out by Sure Start West Bowling. We have identified gaps where monitoring can enable the programme to develop and created new ways to strengthen this process. The interview/focus group questions provided start points for conversation and other areas discussed in the flow of the conversation that ensued in each group.
The women who have used the training programmes had mainly positive experiences, for example feeling more equipped to carry out further training and to take on new careers with a sense of improved self-esteem. There were also improvements in the behaviour of those children whose mothers have carried out childcare training, a training which will have contributed to giving them a better insight into constructive play and disciplining, where appropriate. The children also benefited directly from play with other children within the crèche facilities, which helped to provide a supportive climate for extra advice and guidance on how to manage their childcare routine. Women also felt a sense of strengthening friendships and communities, often making new contacts, which may not otherwise have occurred if they had not embarked upon training.

Parents felt that Sure Start West Bowling was meeting their training needs but they suggested that more crèche places would ensure that they could go on to finish a training pathway which could offer career prospects. By ensuring parents have a constant mechanism for feedback, the programme is enhancing personal development of its residents. Community development of the local area has been positively affected due to job creation via the Sure Start programme and the continual availability of training for the workforce is building capacity in an area where unemployment has previously been high. The Sure Start programme is working with people mainly from a South Asian background. The culturally sensitive agenda of working across the whole community is enhancing community cohesion and building networks that were previously lacking.
Challenges for the training programme

The training manager has noted that the provision of a route for continual feedback of users and potential service users is the most appropriate way to create a responsive programme. Entrance strategies will aid identification of service user’s needs and target scarce resources more effectively. Sure Start West Bowling needs to organise evaluation strategies in light of the findings of this document in several ways:

- Monitor all service users
- Feedback to the parent’s forum
- Support the evaluation process constantly via an administrator
- Maintain the momentum created with the Local Evaluation Team through an evaluation sub-group that could be part of the parent’s forum or the management board.

Conclusions

Sure Start West Bowling should be congratulated for its commitment to training in an area of high unemployment and social isolation, in line with its revised 2001 Delivery Plan. The data collected throughout this evaluation process has shown that training is raising the self-esteem and confidence levels of its service users. The programme is building capacity locally and creating networks that will need to be sustained after the programme ceases to exist. This document is the first step in influencing stakeholders currently working within West Bowling to earmark training as a way of capacity building within the local community to ensure it continues. The stakeholders may include local PCTs, schools, community groups and local councillors. This list is not complete. Suggestions are welcomed to ensure that this document influences policy and practice in the future. The recommendations suggested in this document should stimulate debate about where resources could be allocated.
Recommendations from focus groups and interviews

- Publicity for training courses needs to be clearer. The respondents suggested that they wanted more information on the leaflets advertising NVQ level 1 and 2 covering time scales, availability of crèche provision, language capabilities needed. This would increase general interest in the courses being run.

- Training leaflets should be given out at schools and posted to all families eligible to use the service in the area regarding training opportunities and crèche provision in the area. Other Sure Start activities could also be disseminated this way. Sure Start West Bowling now has the capacity to target all parents with children aged 0 to 4 years old and so this process is now possible.

- Family Support Workers to personally take leaflets to parental officers (individuals who work within schools who are paid to work with parents to harness a closer schools/home relationship) at each school. This may encourage partnerships and potentially access more parents for training.

- It is essential that Sure Start West Bowling endeavours to clarify what the service can provide, to whom and how the community can become involved to create a programme which is responsive to their needs.

- Leaflets should be given out at schools and posted to all families eligible to use the service in the area regarding training opportunities and crèche provision in the area. Other Sure Start activities could also be disseminated in this way.

- Information days could provide a useful opportunity to engage with the community and this should coincide with any new training being offered in the area. Where possible personal visits should be made to schools at home time to catch parents who are collecting children.

- It should be noted that leafleting may miss clients with literacy problems or a lack of English skills. A Family Support Worker (FSW) could be delegated to take leaflets into the community, to explain the training process and to highlight what is available in order to facilitate the ability of the programme to involve hard-to-reach groups. Their attendance at schools at drop off/pick up times, or at GP surgeries when baby clinics are in operation are two such examples.

- Since child care provision is an important aspect for undertaking training among parents with children under 4 years, adult education should match the demand for crèche places. In an ideal world with unlimited finances this would occur, but unfortunately there are not enough crèche places to satisfy all parents on training courses as well as other parents.
Local Evaluation of the impact of training courses on women’s self-esteem Sure Start West Bowling

who are not accessing training but wish to use the crèche service. The West Bowling training manager gives priority to parents who are undertaking training courses funded by Sure Start West Bowling for crèche facilities. This is the best solution at present.

- Crèche places should advertise that they operate on a first-come-first-served basis in order to reduce the mother’s feelings of rejection.

- Crèche staff need to be offered training in working with the community, including customer service training. Careful line management may improve the staff and community relationships and reduce friction.

- The arrangements for placement of students as part of their training should be reviewed. This may involve creating a list of schools willing to take on trainees on a placement together with a contact name. In cases where mothers lack confidence, the offer of a Sure Start worker to assist this process would be helpful.

**Recommendations: Current Internal Evaluation carried out by Sure Start West Bowling and Bowling College**

- There does not seem to be any initial baseline data collection to monitor whether students are either achieving desired goals or altering their career direction in the light of the training received. This would add to the evidence base for Sure Start West Bowling. It would also increase the potential for receiving future grants if such evidence was available.

- The parent’s forum that runs from West Bowling Sure Start would be an ideal way to encourage feedback from their client group who may act as a scrutiny panel for new ideas. It would also give a clear message that parental input is at the centre of Sure Start West Bowling’s philosophy. One suggestion may be to feed back the results of the evaluation in previous years, invite comments and suggestions from the group and then invite ideas and future proposals for direction of any changes.

- It may be appropriate for Sure Start West Bowling and Bowling College to work out how the evaluation process can be managed more successfully to meet the needs of the students and inform the training programme. It would also be beneficial for an entrance strategy to be devised in order to establish baseline data in the same way. A designated person within Sure Start West Bowling could receive training to support the process of evaluating the training programme. The process may include taking notes or taping the entrance/exit strategies, collating the results and feeding them back to the training manager as a matter of priority. All demographic data should be collected on each student in order to understand the client group
and identify groups by age or ethnicity who may not be accessing training (a basic form has been devised to help gain this information in the entrance strategy see Appendix 10).

Dissemination
This report will be disseminated to:

- Shameen Mohammed, Sonia Sandbach and all Sure Start West Bowling members
- Sure Start Co-ordinator Bradford Early Years and Childcare
- Parent’s Forum: the report will be condensed with the full report available to all by request
- Sure Start Management Board
- Bowling College via Sure Start West Bowling
- Sure Start Unit
- National Evaluation of Sure Start Programmes (NESS)
Local Evaluation of the impact of training courses on women’s self-esteem Sure Start West Bowling

References

### Appendix 1

**Crèches, Parent & Toddler Groups & Playgroups**

in West Bowling Provided or Supported by

<table>
<thead>
<tr>
<th>Day</th>
<th>Group</th>
<th>Time</th>
<th>Phone</th>
<th>Location</th>
<th>Phone Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>Shoppers Crèche &amp; Parent &amp; Toddler Group</td>
<td>9.30-11.30am</td>
<td>Light of the World</td>
<td>Gaythorne Road</td>
<td>777035</td>
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<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Tuesday</td>
<td>Shoppers Crèche</td>
<td>12.30pm-2.30pm</td>
<td>St Stephens Respite Centre</td>
<td></td>
<td>777035</td>
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<td></td>
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</tr>
<tr>
<td>Tuesday</td>
<td>Parkside Playgroup</td>
<td>9.30am-12pm</td>
<td>Parkside Community Centre</td>
<td>Avenue Rd.</td>
<td>734881</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1pm-3.30pm</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wednesday</td>
<td>Parent &amp; Toddler Holding Hands Group</td>
<td>9.30am-11.30am</td>
<td>Parkside Community Centre</td>
<td>Avenue Rd.</td>
<td>734881</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1.00-3.00pm</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wednesday</td>
<td>Shoppers Crèche Holding Hands Group</td>
<td>9.30am-12pm</td>
<td>Parkside Community Centre</td>
<td>Avenue Rd.</td>
<td>734881</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1pm-3.30pm</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thursday</td>
<td>Parkside Playgroup</td>
<td>9.30am-12pm</td>
<td>Parkside Community Centre</td>
<td>Avenue Rd.</td>
<td>734881</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1pm-3.30pm</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>The Foyer Crèche</td>
<td>9.30am-12pm</td>
<td>Phone Helen Hall to</td>
<td>200505</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1 Coates Street</td>
<td>enquire about a place</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Parkside Community Crèche</td>
<td></td>
<td>Phone Sandra</td>
<td>435097</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Youth &amp; Community Centre</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix 2

Evaluation of training at Sure Start West Bowling Consent and Information

ID No:  

Thank you for agreeing to take part in this focus group designed to give us an understanding of how training impacts upon women’s lives. The focus group involves women who have accessed some form of training course through Sure Start West Bowling. We would like you to please fill out a few basic details about yourself, this will remain confidential and will only be used in an anonymised form to help frame the discussion within a real context. There are no right or wrong answers – we are just trying to understand your experiences.

Name ………………………………………………….
Date of birth ____ / ____ / 19 ____
Age____

1. How many children do you have?...............................  
2. What are their ages?................................................................................
........................................................................................................
................................................................................

3. Are you registered with Sure Start West Bowling?......................

4. Does anyone in your home have special needs? No □2 Yes □1 if yes, please specify who and how this affects daily life........................................................................................................
........................................................................................................
................................................................................

5. Who usually looks after your children during the day? (Tick as many boxes that apply)
   Mother at home □1 Father at home □2
   Sister/brother □3 Child’s grandparent □4
   Other relative □5 Friend/neighbour □6
   Paid childminder □7 Nursery school □8
   Day nursery □9 Playgroup □10
   Other □11 ..................................  

6. Who lives in your family home? (Tick as many boxes that apply)
   Mother □1 Father □2
   Mother and father □3 Mother and stepfather □4
   Father and stepmother □5 Grandparents □6
   Other relatives □7 please specify ........................................
   Other □8 please specify ........................................

7. How many children are living in your house now? .............  

8. What is your marital status? Married □1 Single □2  
   Divorced / separated? □3 Widowed □4
9. What is your occupation?  

10. What is the postcode of your home address?  

11. At what level did you finish your full-time education?

- Primary school □ 1
- Secondary school □ 2
- Further education (college) □ 3
- Higher education (university) □ 4
- No formal education □ 5
- Other □ 6 please specify

CONSENT FORM  
(Parent/Guardian)

Name of Researcher: Ms Julia Csikar

Please tick boxes

1. I confirm understand the information that has been given to me and have had the opportunity to ask questions. [ ]
2. I understand that my participation is voluntary and that we are free to withdraw at any time without giving any reason. [ ]
3. I agree that my contact details can be shared within the researcher for the purposes of this project alone [ ]
4. I agree that I can be contacted for any further information about the discussion about dietetics by the named researcher. [ ]

Name of Person Date Signature 
-------------------------------------------------------------------------------------------------------------------
Researcher Date Signature 
-------------------------------------------------------------------------------------------------------------------

Contact details:

Home address:

Home telephone number/mobile telephone:

Thank you very much for your help.
Appendix 3

Focus Group 1: the impact of training on Self Esteem

Key: J= Julia Csikar (researcher)  
R= respondent

As a background to the study, some basic information was collected before the focus group started to assist in framing the group in a context.

Eight females took part in the focus group at Sahib’s Restaurant, Bradford on 3rd September 2003. The women were aged between 24-41 and all had received some training from West Bowling Sure Start.

The results are as follows: There were eight respondents (3 white women and 5 Pakistani women) whose ages ranged from 19 to 41 with a mean age of 25.

- 4 women had registered with West Bowling Sure Start, 1 woman worked for West Bowling Sure Start, 1 woman said no and 2 did not respond. The children’s ages were as follows:
  - 5 children of 13 years, 10 years, 9 years, 7 years and 6 years
  - 3 children of 6 years, 4 years and 2 years
  - 2 children of 4 years and 3 years
  - 3 children of 25 years, 23 years and 17 years
  - 2 children twins of 3 years
  - 2 children of 14 years and 8 years.
  - 1 child of 5 years
  - None

There were 2 children who had special needs, one child with autism and one child with asthma.

<table>
<thead>
<tr>
<th>Who usually looks after your children/child during the day?</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mother at home</td>
<td>1</td>
<td>14</td>
</tr>
<tr>
<td>Father at home</td>
<td>1</td>
<td>14</td>
</tr>
<tr>
<td>Nursery school</td>
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<td>14</td>
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<tr>
<td>Day nursery</td>
<td>1</td>
<td>14</td>
</tr>
<tr>
<td>School</td>
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<td>14</td>
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<tr>
<td>No children</td>
<td>2</td>
<td>30</td>
</tr>
<tr>
<td>Total</td>
<td>8</td>
<td>100</td>
</tr>
</tbody>
</table>

* Mother is the respondent

<table>
<thead>
<tr>
<th>Who lives in your family home?</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mother*</td>
<td>2</td>
<td>29</td>
</tr>
<tr>
<td>Mother and father</td>
<td>7</td>
<td>71</td>
</tr>
<tr>
<td>Total</td>
<td>8</td>
<td>100</td>
</tr>
</tbody>
</table>

* Mother is the respondent

<table>
<thead>
<tr>
<th>What is your occupation?</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Housewife</td>
<td>4</td>
<td>50</td>
</tr>
</tbody>
</table>
Family support worker 1 12  
Crèche worker 2 25  
Unemployed 1 12  
Total 8 99  

J: A focus group basically is a conversation. There is nothing weird about it. We have a list of questions that the Local evaluation team and Sure Start are interested in. We are interested in how training impacts on self esteem, confidence and the changes that may occur in your life since doing the training, or haven’t happened, or positive things that have happened or negative things that have happened, what ever. Just your general feedback. If you wouldn’t mind I would like you to fill out these questionnaires in front of you, it has a consent form on the back. If you could tick that you understand all the information. If you are not happy with anything just ask. 

Now this information is only going to be used to feedback to Sure Start and just say, yes you like this, no you don’t like that, just general feedback. It also acts as a spring board to further research, so if people are saying the same things they may think that is a really interesting thing, we need to look at that in a more in-depth way. What we will do is maybe contact you, if you are happy for us to do so, and ask you to talk a little bit more about the things you said. It may not happen but you can of course say no at any time if you would rather not. The same today, if you don’t feel you want to answer any question that is fine. 

Some of the general things about a focus group is conduct. Now if you haven’t taken part in one before, sometimes you can get very talkative people who will talk and talk, which is interesting but I would like to hear what everyone has to say, so respect each other and what they have to say and if they have a different opinion to you that is a good thing not a bad thing, so don’t feel upset if someone says the opposite because that is just personality and differences. 

Is it okay if we tape this session, purely because we type it out, there are no names attached to it, we may describe your number of children etc, but you are anonymous here. It shouldn’t last too long, we shall just have a chat and when you have had enough we can leave. 

J: Any questions? 
R: Do you need to be registered with Sure Start to take part in this group? 

J: You have to sign up to become a Sure Start parent, but if you have attended a training course then it does not matter. 

J: I know what course you attended, could we just go round the table and say your first name, when you did the course, where it was, how long it lasted, if you can remember, if you can’t don’t worry and the reason why you did the course. 

J: My name is Julia, I am an evaluator for sure start in Bradford. 

R: 2 years ago I started with nothing in my hand, no qualifications or anything. I started doing childcare courses. Started building my confidence up and I wanted to make better for my children and myself so I went out and just started myself. I got two jobs working for SureStart. I am training to be an ante-natal teacher. 

R: Over the last year I have done childcare level one and two and just basically I haven’t done any training or anything since my children were born and I wanted to get back into training and see if I wanted to work in childcare and I don’t think I do.
R: I’m on a career break from my job and am at home with my children so I wanted to explore other avenues or doing things and I’m doing some voluntary work for the community anyway. I’m working with a women’s group at the moment just sort of managing/running it on a day-to-day basis. The course has now finished. It was 20 weeks from last January, it was level 2 as I did level 1 last year.

R: Childcare course, level 2.
R: level 1 and 2 of childcare it has been nearly a year now since I have been doing both courses. Really enjoyed it and it is a change from what I wanted to do. I wanted to do something in finance, but after getting married and having children I had a big gap and just as a change, something different. It really changed my views about children, looking after them, I didn’t want to go into this field but after doing level 1 I really enjoyed it so I did level 2. I will see how it goes.
R: I have done level 1 and level 2. I really did enjoy it. It made me realise that kids and your family are important but at the same time you are important too and you need time out for yourself as well. That is what the course did for me, it gave me something else to focus on. It has really boosted my confidence up I am actively looking for work now. I have a few interviews as well. If anything it has improved my confidence, it has been brilliant.
R: I work as caretaker at the sports centre. I have always wanted to do childcare. I worked as a play worker when the children were small and I wanted to get back into it. I did the NVQ. It fell in with the hours I work. I now work part time
R: I did 2 years training in youth work when I left school but I walked into a wall after that and then I went up to see about doing some crèche work. I start covering now and then in the crèche and I got a full time job there but I had no qualifications so I had to go and do an NVQ, I passed that then I start my NVQ level 3.

J: How did you all find out about training in the area?
R: Leaflets, posters, managers, voluntary work, registered people can get calls.
J: Do you think the publicity was good enough, could it be clearer in any way?
R: It needs to be clearer, when we did level 1 and 2 there was not a lot of detail about them.
J: Was it enough to get you interested, or do you need more to get your interest?
R: A little more needed.
J: How big were the groups?
R: 12 – 15 at them. First one was really full. Level 2 needed a better standard of English.
J: What about level 3, is anyone going to go on and do it other than X?
R: Thinking about it but not sure.
J: Were the childcare facilities adequate?
R: No I had problems, I have 2 children and there was only 1 place per family. I was lucky to have my mum, without her help I couldn’t do it. My children are 2 and nearly 4.
R: I had no problem crèche was fine.
R: Mine were in full time school.
J: Before you applied for the training course, were you aware of the childcare?
R: Yes, I knew it was available.
J: Did that influence your decision to do the course?
R: Yes, definitely, you can’t do it if there is no one to look after the children.
J: Would that influence your decision to do another course?

R: I am looking to go on another one that starts next week but I have to go to a college and I know that they don’t have many childcare places.
J: You wouldn’t necessarily apply for a course that doesn’t have childcare attached to it?
R: that’s right.
J: Were you pleased with the quality of the childcare you were offered.
R: Yes.
J: Was it flexible enough to meet your needs, time, price etc.
R: Yes, you only had to pay for child care and it was very reasonable

J: Has your child benefited from going to a crèche?
J: Do you see any changes in your child?
R: When he came home he was much happier, before when he was at home all the time he would be cranky and he has got into a routine now.
J: How about your child’s skills, how they interacted with other children?
R: My daughter is actually speaking now and has really come on since going to the crèche.
J: Before they went to crèche did your children have contact with other children?
R: Yes
J: Do you think the improvements you have noted are to do with the way they play or the way the crèche workers work with the children.
R: Yes, I think it is the interacting with other children and in the crèches they get to do different things.

J: Has the training you received made you feel differently about yourself?
R: It gives you confidence about yourself that you can do something. Before I felt that I can’t get out and do something, now I want to try other courses.
Makes you want to do more and gives you ambition. Make something of yourself.

J: How did your family feel about you doing this?
R: No problems.
R: My Dad said I had given up a job to be at home with the children and now I am leaving them in crèches everyday. He thought it was useless, he felt it was below what I should be doing as I already had a good career. For me it has made me more confident and it will make me a better person if I go back to work.
R: I had a lot of positive experiences, have no qualifications, have 5 children, once started doing the courses, my family were very supportive in the end. My dad encourages me to go and do further courses.
J: The traditional view of woman in families is in the home, sometimes families can react against that.
R: I have had a lot of encouragement to go and do the course, I thought being older I would be too old to go and do courses. I feel I have more prospects before. I now aim to go full time crèche working.
R: In the beginning I didn’t want to do it but my mum encouraged me. I stuck to it which is unusual for me as I don’t stick at anything. I have now asked to go on further. I now have plans, I want to complete my NVQ and I would like to open my own crèche, in town for shoppers.

J: Were you happy with the location, the childcare provision that was provided, teachers etc.
R: It helps the more you know and the courses are local. If you can’t drive it is hard. If you can get there yourself without asking for a lift it is a big help.
R: We had great teachers, they were fantastic.
R: I have to disagree with that. It was a new course that they were starting, it was NVQ 2 and the teachers were just getting used to it. I was off a lot due to personal problems and the teacher told everyone about it and didn’t keep it confidential. When I went to get my certificate the lady I collected it off started to tell all the people about my problems. I am not happy with that. A person at the college told about me.
J: May be Sure Start need to deal with the issue of confidentiality and discuss with the college ways in which information is discussed in the team?
R: We were alright with her. I went abroad during the level 2 course, she really helped me with the stuff I had missed and helped me catch up. She even stood up for me with the course organisers to secure my place.

J: How do you think with your knowledge of children and the way you work with children has impacted on the way you react with your children. Have you changed the way you play with them, interact with them?
R: I know more activities to do with them. I know what to do with them when they are bored. Not just put them in front of the telly.
R: You know about developmental milestones.
J: Have you seen changes in there behaviour? Sometimes children who are bored are naughty to get attention. Or can you just cope with them better when they get ratty.
R: I think you can just cope with them better, you know how to control their behaviour and how to control yourself.
R: My son has severe eczema and he is quite hyper. I will now get out a pen and paper, get crayons out, make play dough and it has helped to calm him down a bit.

J: What about employment opportunities. What was the reason that you went on the courses to begin with? Do you think you have achieved what you wanted to when you started the course?
R: I went on the course just to do the course but now that I have completed it I do actually want to get into part-time employment.
R: It is quite hard to find a job. There is always someone with level 3 or 5 years experience. I now have the confidence to apply for things, I am good with words and manage to get an interview but there is always someone with more experience against me. It pushes me to keep going. I am doing voluntary work at the moment.
It is what I started doing, just helping out in the crèche and now they have taken me on casual if someone is off sick. I get paid then as a worker.
R: I work for the youth service as well. It is word of mouth as well.
R: If you have done voluntary work it helps as they are used to you and know you already.
R: We have workers in the crèche with the NVQ 3 but we all work together.
R: As a manager in the crèche what level would you need?
R: Level 4.
R: I just did it to get out of the house. I had a full time job before but being left at home with 3 children was difficult. Now the course has stopped for the summer I am getting bored at home. I am not sure if I can go on and do level 3 with the children.

J: If you had childcare provision would you be able to go on and do it.
R: Possibly.

J: Are there any other issues which you feel we haven’t covered?
R: The course also went through mock interviews with me after the course as well, they didn’t leave me to just get on with it, so I think this was really positive.
R: I did a recruitment course for one day but there was nothing on interviews which would have been useful.
R: The course at Parkside, working with babies and under 3s was available also.

J: In general it seems that the training has been very positive for whatever the reasons you embarked upon it.
R: It is great for your confidence and helps you to know your own community.
R: I had my daughter and son within 14 months which was really hard and gave me something else to focus on and helped me a lot.
R: Always lived in West Bowling, I didn’t really mix as I was working and it was nice to get out and meet other people.
R: It can be quite isolating being at home with children.
R: West Bowling is good for crèches. Other areas are not so lucky.
R: It was good for the children as well.
R: There is now loads for women to go to, a women’s club, etc.
R: My son has difficulties and I was stuck with 2 little ones and the courses have helped to get me out.
R: There are so many courses now that you don’t know what to do.
R: I am on the Sure Start Board as well and have so many things to do now but I am happier than ever.
R: Mixing the communities is great.
J: I have heard there is a social divide in the West Bowling area, some areas don’t get involved in the Sure Start programme as much. Is that correct?
R: We don’t know much about what goes on at the other end of the area.
J: Have you met new people now who you wouldn’t necessarily have met with before?
R: Yes.

J: Are you all happy with what has been said here today?
R: Yes
J: It will now be typed up and then recommendations will be made to Sure Start West Bowling. I will give you feedback. From the things you have said we can help them progress more effectively.
Thank you all.
Appendix 4

Focus Group 2: the impact of training on Self Esteem

Key: J= Julia Csikar (researcher)  
R= respondent

As a background to the study, some basic information was collected before the focus group started to assist in framing the group in a context.

Eight females took part in the focus group at Sahib’s Restaurant, Bradford on 17th October 2003. The women were aged between 21-41 and all had received some training from West Bowling Sure Start.

The results are as follows: There were eight respondents (3 white women and 5 Pakistani women) whose ages ranged from 19 to 41 with a mean age of 29.50.

- 4 women had registered with West Bowling Sure Start and 4 had not. The children’s ages were as follows:
  - 3 children of 11 years, 8 years and 3 years
  - 3 children of 8 years, 7 years and 4 years
  - 3 children of 12 years, 10 years and 5 years
  - 2 children of 4 years and 15 months
  - 2 children of 3 years and 11 months
  - 2 children of 4 years and 2 years.
  - 2 children of 5 years and 4 years
  - 2 children of 3 years and 4 years

There were none who had special needs.

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<th>%</th>
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<td>Nursery school</td>
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</tr>
<tr>
<td>Day nursery</td>
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<td>8.25</td>
</tr>
<tr>
<td>Sister/brother</td>
<td>1</td>
<td>8.25</td>
</tr>
<tr>
<td>Nursery school</td>
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<td>8.25</td>
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* Mother is the respondent

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<td>33</td>
</tr>
<tr>
<td>Mother and father</td>
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<td>56</td>
</tr>
<tr>
<td>Sister</td>
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<td>11</td>
</tr>
<tr>
<td>Total</td>
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<td>100</td>
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</tbody>
</table>

* Mother is the respondent

What is your occupation?
Local Evaluation of the impact of training courses on women’s self-esteem Sure Start West Bowling

<table>
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<th></th>
<th>N</th>
<th>%</th>
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<tbody>
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<td>88</td>
</tr>
<tr>
<td>Care worker</td>
<td>1</td>
<td>22</td>
</tr>
<tr>
<td>Total</td>
<td>8</td>
<td>99</td>
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</tbody>
</table>

J: Now I’m just going to give you some basic rules about Focus Group. The focus group involves general questions and there is no right or wrong answers, you shouldn’t feel that you shouldn’t say something but we’re here to respect one another so whatever view is expressed around this table should be accepted as a point of view and shouldn’t be judged, is that’s ok? As you know, we’re going to be talking about Training in West Bowling and your experience of it. So, if you wouldn’t mind, can we just go round the table and introduce ourselves and say which courses you have done or are doing, what children you have and a tiny bit about yourselves. My name is Julia and I’m from Leeds University from the Evaluation Team. I don’t have any children and haven’t done any training in West Bowling so I’m hoping you’re going to be able to fill me in.

R: I’m hoping to do the Child Care course because I’ve been working with children in the last few years; I’ve been doing one afternoon for two years in a local school. So I’m starting off doing the first level of an NVQ and hopefully going to college, I’ve started off on one level and hoping to go onto to do the next. I’ve got 2 children, one’s 6 years old (a girl) and a two-year-old boy.

R: I’ve done a child care course before but I left half way through and this is my second time of doing it. I have always lived in the area. I’ve got two children, one girl and one boy.

R: I’m doing the Child Minding course too and I have 3 children and I love working with children and my experience has been really positive and I’m happy and I like to do Stage 2 but my English is really poor so I’d like to improve my written English before I start the second course.

R: I have two children, one boy and one girl. I am doing the full time childcare course.

R: I’ve got three children, 11, 8 and 3. I am planning to further my childcare after this level because I want to work with young children (youth) so I want to continue further leading up to a degree.

R: I’ve got two children, one’s 3 and one’s 11 months. I’m doing a child care course and I’d like to do Level 2 in Maths and English as well.

R: I’ve got three children, two of them are at Fulltime School, and one of them is at nursery. I do other courses at the moment and they’re all at the Community Unit which I find is very convenient because I can drop the children off and then go straight to my courses and although the youngest is not in school, we’ve got the crèche and I find that they’re really, really nice and take them on every time I have a course. I’ve done Child Care Level 1 but I hope to do Child Care Level 2 after October and when I’ve done that I can move on a bit.

R: I’ve got two children, one’s in nursery and one’s just 18 months and I’ve done child care for several years I’ll be doing level 3 soon, I am doing other courses like hair and beauty, I use the Foyer crèche and that’s about it really.

J: I wanted to ask you how you found out about the training in the area?

R: My daughter went to school brought this leaflet home and I looked at it and I thought that seems really good but I couldn’t make up my mind whether to go for it or not – I wasn’t really sure because I’ve been out of it for such a long time because I’ve had children. My husband said to go for it. I plucked up the courage and just went down and I found it really friendly and I thought it’s really good here.

R: I found out about the courses through the crèche and through Shameen (training manager) who regularly lets us know what’s happening.
J: Is it leaflets you normally see?

All: Yes.

R: Ours is the community room (crèche that is used) so we get a letter home through our children because they let us know what courses are available in the Community Room, so we know. Shameen lets us know usually. We’re usually sent a leaflet but the courses at the moment but this time round she told us about a Child Care Level 1 and she told us that Level 2 would start later.

R: I found out because I asked Glenn from West Bowling Parkside Road. I asked him if there were any Child Care courses running or going to be starting and then he got in touch with me telling me if there were going to be any or not.

R: I found it in a leaflet that I had in my house so I rang Glenn and he took me to that place.

J: Did the leaflet come through your door?

R: He (Glen) brought it (training leaflet) to me with a form to fill in but it was too late to start but may be next week, the following Friday.

J: How about you ladies?

R: I found out from a leaflet from my son and Shameen mentioned it to me. I went in and I got a lot of confidence now and whilst I’m waiting for more. I can do some other courses like Computers so I heard from Nauby Primary school through the leaflets.

R: I have done training before and sometimes and one day I am going to and she (Shameen) see me and give me a leaflet straight away.

J: So do you think the publicity for the training courses is good enough or do you think there is any way it can be improved? Some women did miss some of the information that was coming out, purely may be because it hadn’t been advertised at the school or crèches’ where the mums were dropping the children off. Or they’d missed an event in the Community and that’s when the main information was given out. Do you think it’s given enough publicity?

R: Yes. Like the lady living next door to me she didn’t know anything about Sure Start.

R: May be they should give them out at every school.

R: Or post them through your letter boxes.

R: I was working for Sure Start and it was posting leaflets through people’s doors to let them know what courses were available and I found that that’s the best way. When I actually did my outreach work and I knocked on some people’s doors and they didn’t have a clue what Sure Start was. So it all depends whether your children are in school. Like my sister, her child is just coming to school this September whereas mine are older and I used to tell her about the courses because some people didn’t that contact, so they wouldn’t know.

R: I think some people going around to houses would be good.

R: In schools, any schools.

R: It is improving I think because more people know it now than they did a while back. But it can be improved.

J: What about the actual leaflet itself? Is it in English or is it in Urdu?

R: They put it in both, in English and other languages.

R: I’ve seen English.
J: Are there any people you know who are isolated because may be they don’t have the language skills?

R: Lots: Yes.
R: You’re right there.

J: I don’t know whether they read Urdu at all or do they read any language? So it might be wise if they have it in a bilingual format?

R: Yes definitely, if they could have a personal visit or attend an information day that might help.

J: Before you actually applied for these training courses, were you aware that there was a Child Care provision or a childcare crèche place available?

R: We don’t know about it.
R: No, no I’m sure they said it on the leaflet.
R: They did say that it was limited so you must come early.
R: It was on a first come first served basis.
R: Whoever gets there first then they can have the crèche available.

J: Does that effect your decision to actually go on the course?

R: It’s the most important thing of all, it’s the only thing that makes your decision final otherwise it’s never final your decision.
R: For me I can only get my youngest one I can have it on a Thursday down at the Foyer because they haven’t got any more baby places left and it’s alright if your children are older they’ve got more spaces for them, it’s just younger ones.
R: At first, there was only just mine the youngest at the crèche but now there are a lot more.

J: So obviously for every training course available would need to match it with the mum and how many children so first come first served and as the courses go so quick as they only have a limited amount of places. So may be it would be wise if they advertised how many child care cases they had per training course so they have X amount of places on the training courses and X amount of crèche places, that might be one way forward. So obviously, you wouldn’t have applied for a training course if there wasn’t any child care?
R: No. It’s really difficult as you still feel that little bit like you’re burdening someone else, whereas with the child care I left my little girl, she’s four now and I have left her since she was one and a half and I think it was the best thing that they ever invented.
R: Well, means they get time with other children.
R: I’m doing things that I feel more confident about. I feel like I like to go out more, I feel like I like to dress up more because I’m going to these courses I feel much better as a person. Whereas before, I’d be at home, looking after the children, cooking, cleaning. Now I organise all the work and I am out five days a week.

J: Do your partners work?
R: All: yes

J: Would that mean you would be based at home otherwise?
R: Yeah, yeah
J: So, the actual level of quality of the child care you receive for your children, do you think that was good? Do you think there were any improvements there? How did you feel about that? Did you walk in and feel welcome and feel that your children were welcome? The quality of child care that your children received at the crèches.

R: They’re always very polite and welcoming, even if I want to bring in nephews and nieces.

R: Mine’s been going for so long and every time I bring her in or every time I come in to meet her, they’re so polite and even if they don’t have places they’ll say it in such a nice and friendly way whereas at Parkside, X, she might be the nicest person but she hasn’t got a good way of rejecting you, I don’t know how to put it, but in a nice way I can take it if somebody was to say “Oh, no, sorry, they’ve all been taken” you’d walk out thinking, I tried. Whereas with X you’d got “Oh, no, no, no it just isn’t happen” and I just feel really horrible afterwards, walking out.

R: In the Foyer they are really polite and I was just think about it when I start the childcare course I hope I can get them into the Foyer ’cos I don’t want to take them anywhere else.

R: They’re really friendly to you, so sweet and even give him a cuddle.

R: He doesn’t like the playing area, he likes to be with everyone else, out and about He likes playing out and they really keep in eye on him.

J: Does everyone’s children go to the Foyer here?

R: Mine do.

R: My son is in nursery and my starts in about six weeks

J: Do you take your child to the Foyer as well?

R: I work there

J: Oh, you work there as well? So you’re a childcare helper?

R: Yeah, try to do my voluntary work and I only do Mondays and Tuesdays.

J: Do you think that voluntary work it’s going to improve your chances of getting a job?

R: Yes. I have only just 3 or 4 months, before my little girl was there and now she’s starting at nursery.

J: So do you think that the childcare provision is flexible enough to meet your needs?

R: Yes.

R: It would make it easier is there were more crèches available.

R: Because there’s so much demand, it’s like I’m going to start Level 2 with my sister and my other two sisters and they’ve all got children but she said they can’t fit anymore babies in and you’ll have to find another crèche but I understand that because obviously, we’re in the middle of the town as well and everyone’s got their children but there’s such a demand for it.

J: Obviously we need more places, that’s a given, but what about the actual places that there are. Are the times right? Do you pay for your crèche sessions?

R: 50p

R: I pay £25 a week.

J: And is that for full time?

R: No, it’s half time. On a Monday I take her at one o’clock and take her to the Foyer so I can go on a computer course.

J: So you just have to mix and match whatever you can get in the area. So do you actually book the crèche for X amount of weeks or just turn up on the day?

R: We have to book it.
J: Do you think that your children have benefited from attending the crèches?
All: Yes.
R: My daughter’s just started nursery in January and I found that a lot of children were screaming and shouting just because they’d started nursery but she just walked in a mixed in really well because she’d been in that environment before the nursery and I’ve actually worked in a school in dinner time and I’ve seen children that are new to school and they’re wondering off as they’ve haven’t got a clue how to stand in line. Things like thank you, sit down, stand up whereas at home we wouldn’t, “sit down there and watch television so I can do some work” we wouldn’t teach them those manners and we wouldn’t teach them all those appropriate words like stand in line, wait your turn. I think it’s really good preparation.

J: Is that influenced the way you treat your children at home because you’ve been doing these child care courses and you’ve obviously gone through crèche provisions etc, do you think now that you’re a little bit more strict at home or more flexible at home or has it not changed the way you behave towards your children?
R: You’re just as hard with your children. It has created a better friendship really, you understand them more.
R: And you know how to treat your children not to treat them all equal as they all have different personalities. Now we treat our children appropriately. You must treat them as individuals.
R: He’s actually teaching me something as well

J: So what about something like TV, because I know TV is a great child minder when you’ve got a lot of things to do. Is the TV on as much as it used to be, anything like that in the home, has that changed at all?
R: I actually have a session with the kids where I sit down with them and do their homework with them and I find that they concentrate on that much more, encouragement to learn to read and write, especially when they’re younger.

J: We’ve moved on now to about how the training has affected you as a person, as a woman, as a mother, as a friend or a sister, how has it changed your life? Have the training courses made you feel any differently about yourselves as women?
R: I’ve got more confidence.
R: You’ve got a life even though you’ve got children. It’s nice to go back to it because I was doing it before I got married and left it in half cos I thought I’d go back to it.
R: I spend most of my time at home or socialising with my sisters. I’ve got three sisters and we just sit in one house and just talk and chat. And this year I have started courses and I come home and I’m so happy because I’ve learnt something, I’ve met new people and my children are in good hands and I think it’s a really good thing that mothers can do something other than cooking, cleaning and staying at home.

J: What are the reasons you doing the training courses?
R: Probably a bit of both really. You can help your own kids as well. And to get job, general knowledge, improving what I know about.

J: When you first decided to go on the training course, how did your partners/boyfriends/mums/dads react? Was it “yeah, my daughter’s going off to leave her child with someone else” or was it a little bit more of a struggle or was it plain sailing?
R: My husband said go for it, as my daughter is full time in school. All my family is in Birmingham and it’s nice that I can go out. I used to get really down and I just sit there thinking but now it keeps me so busy and I have the confidence that I have that I can do things. I know my
English got worse being at home all of the time and I knew very little English and even writing was a problem. But now my confidence is coming back just after 4 or 5 weeks in the class. You meet new faces and it’s so lovely, it keeps me busy and active and happy. I don’t have time to get stressed.

J: And your husband’s noticed?
R: Oh yes, he did. He knows that I’m feeling better now. I’m not as stressed and I’m doing something with myself.

J: Does everybody else have similar experiences?
R: My husband asks me for a list of what I’m doing during the day.

J: Was it you saying earlier that things are changing as women are going back into education. So the men and the mums and the dads and everyone else are thinking this is what everyone is doing, it’s not that my daughter or son is any different to anyone else?
R: It used to be a big issue before but now I think that things have changed. You know, computer classes are not anything to worry about as women are wearing Hajib and stuff like that. Everybody’s doing everything.
R: Ladies like me looking at the facilities and there are only ladies there, so why not join in. Obviously if there’s a man there I’m not allowed, but if there are only ladies then I’m allowed. Like driving instructors are ladies, a lot of them are learning.
R: I’ve even been to swimming lessons where just women could attend. It’s a women’s only session through Sure Start.

J: I think in the last focus group they all said that they had that and even their children were very supportive of them.
R: I haven’t got a problem, my husband is really supportive.
R: My son says “So you’re going to Sahib’s today and you’re not taking me with you?”

J: So how about if you decided to find paid work, how would that affect your lives, how would your family view that, how would that affect your self-esteem and your children? Is that something that you’re keen to do, find paid work?
R: You feel good about it.
R: It’s better both of you working rather than just one of you.
R: I think personally, I would never have taken an interest in child care if you’d asked me about five years ago but because my children are at school and I’d like to work the hours that suit them, being a child care assistant fits in perfectly with school, holidays, term times, I think it’s perfect. I think that’s why childcare classes are so popular.

J: Are you satisfied with your current level of achievement or would you like to train at a higher level? So, you’re all on NVQ 1 or on the basic child care course, has anybody got plans?
R: Yes, I want to continue.

R: Yes, I think on Stage 2 there’s going to be a lot of people and I am worried about my writing but I think about it and I’ve asked the teacher if anything can help me?

J: Do they have basic skills workshops running or anything like that within the Sure Start?
R: Not sure

J: Is it important for you that the training actually takes place within the community. So if they started offering a college across town would you go?
R: I think the fact that it’s so close makes it much easier.
R: You leave the course, pick the children and go home and it’s not fifteen minutes.
R: Sometimes I’ve got the car and sometimes not. In the car it’s only five minutes.

J: Has anybody experienced any changes since they started training, like may be your social circle has become slightly bigger, may be you feel like you can interact with people within your locality better because you understand them better. Have you seen any change in your social life, your social calendar?
R: Confidence is better. Because I didn’t really used to talk to anybody.
R: It’s nice to associate ourselves together.
R: When I see somebody, I consider them as a family member now. Meeting people, talking, that’s the opportunity I’m getting now, getting new ideas.

J: I suppose you ladies are leading the way in West Bowling as it’s quite a fractured community. Is there anything that would make it easier for you to train, to get to training?
R: People who’ve done the courses and want to take it higher have to go to college or something like that.
R: Usually, I don’t like to take the course home, I like to do the course, understand it and go home and be the mother of the house. At a higher level, I find it too demanding and I can’t, that’s my personal opinion.
R: I couldn’t give that extra time to the course at a higher level.
R: I’d like to. There was a course that I actually wanted to do but it was at college. I prefer doing something more local but they don’t do it here.

J: We could put in to see at what level they have to stop doing local courses and when it transfers onto college.
R: I only do these courses because they are in town.

J: Does anybody have any recommendations, any ideas, any thoughts, anything at all, speak now!
R: Just the child care thing. Just know that you can go on the course and knowing that you got someone there at a crèche or a nursery and that’s the best they can do because that is the only thing that stops women going back.

J: Is there a childcare network? Have you got anything like that the in community where somebody may baby sit for another mum, is anything like that organised or is that something that may be you would consider in the future?
R: Yes.
R: I think if they’re having child care problems then one of us, taking the course, like Stage 1 can go with them to the crèche and help them out. The children are smaller and the ladies are more. I think it’s difficult for the crèche. They’ve got new faces in all the time. The kids will be a bit distant for about half an hour so I ask them their name, plays with something and they get to know you.
You’re a bit wary at first though.

R: I have had problems getting a placement I have been given a list and have to ring up. It’s a lot for me to do with the children and everything else. They have to do it all because of it being six weeks. Rather than the usual twelve, it’s such a short time. The schools are not always aware of the placement needs and it’s difficult to get them to agree for you to work there.

J: Do it think it would make more sense for the Sure Start programme to set up the placements or even if they gave you a list of schools to contact and they knew you were going to contact them
and when they’re booked up they can say, no thank you very much, but at least that would make things simpler for you?

J: So that’s a recommendation we can give to them. Does anybody else think of anything else or is everybody happy? Are you happy with what we’ve discussed here today?
R: Yes.

J: And if you did want to contact me you should all have my telephone number, is that right? Or you can get it off Shameen if there are any other questions or anything else. Thank you very much.
Appendix 5
One to one interview with trainee supported by West Bowling Sure Start: 1

16th January 2004

Key:  J= Julia Csikar (researcher) 
      R= respondent

J: Alright. If you could just tell me your name and tell me a little bit about yourself, if that is OK.
R: I am X. I am working for Sure Start this morning and I’m on the part of the traineeship.

J: What traineeship are you on?
R: This is called positive action training.

J: And how long have you been doing it?
R: Well the actual programme for me is for five years and the first five days to complete CMS Course at Bradford College.

J: CMS, what does that mean?
R: It’s an access course which leads students to get into degree courses at University, so I think CMS course will enable me to get certain qualifications which are a requirement of the speech and language therapy.

J: So you haven’t actually started the speech and language therapy yet?
R: No.

J: That would be how far away?
R: Well it’s my second year and after completing this course you know at the end of May.

J: In May?
R: Hopefully.

J: And then starting then -
R: And then September is the next switch on the degree in LMU.

J: LMU, so that’s when you start there. How are you feeling about that, are you nervous?
R: No, no, I am not nervous.

J: So what made you want to go to do speech and language therapy?
R: A good question! I want to tell you about myself. I am the kind of person who wants to study and get new things and skills, so before traineeship I used to work in the Bradford 5 area ……..working within Sure Start and before Sure Start I used to work as a volunteer in the community.

J: What were you doing?
R: Childcare setting and I was involved in women’s, Asian women’s in a voluntary group.
J: Is that the Iliad Project?
R: Um – no, that – Well my group is one called the Milan Group.
J: So, if you don’t mind me asking how old are you?
R: I think I’m – I don’t know exactly – about thirty-five.

J: So, have you got children?
R: Yes.

J: How many children have you got?
R: Three.

J: Three? Oh, X has got five children she’s beaten you by two! And what ages are they?
R: The older one is nearly eleven, he will be eleven in May, and the middle one, he is eight, the next daughter, she is nearly six.

J: And they are all in full-time education?
R: Yeah, they go full-time school.

J: So did you find, when they started to go to full-time school, you had more time to devote to voluntary work or to a career? Did it change then, or have you had a background where you’ve always been able to go out of the home and do what you need to do for yourself? I don’t know whether you’ve got family support or not?
R: Well no, not always because when I had my third child I did not have much, when I didn’t have any child I had plenty. When I came from Pakistan in 1992 – 93 – my first child was born – and after two years I was really just attached to him and staying at home doing stuff for my son.

J: How did you feel when you came from Pakistan have you got lots of family here or……?
R: Well not from my family just my husband’s family – that’s our relatives – that’s the part of family that’s here

J: Was it quite a shock when you came here or did you fit in quite quickly, or were you too busy to notice the change?
R: I would like you to clarify this word “shocked”.

J: The difference in how your culture, how you found the change from being with your family and the next minute you’re in a new country with your husband’s family and maybe different rules, different ways of doing things.
R: Yeah – from outside the family – yeah, that’s a bit different – but when I’m at home, here or in Pakistan, that’s a similar situation, similar in the extended family system. I used to live with my mother-in-law in a large family

J: So a very tight unit?
R: Could be. Yeah.

J: And you can all support each other?
R: Yes.

J: So in Pakistan before you left what did you study, did you gain any qualifications?
R: Yes I did, yes.
J: So in Pakistan before you left what did you study, did you gain any qualifications?
R: Yes I did, yes.

J: What were you doing there?
R: Well I think the qualification I had from Pakistan was the GCSE. I did the Matriculation. I think, I’ll complete this now. I finished my first bit of education at the age of 15 or 16.

J: And then college?
R: Yes, after college two years then we did FSE, Faculty of Science, I think? I did biology, chemistry, physics – that kind of subject.

J: So did you not want to go into a career?
R: Yes, I wanted to. I wanted to go for medical lines, you know a doctor, but unfortunately you know when I was at school, in the last year of school, matriculating going to the FSE, my father died and we were a big family, so my sister and one little brother seven years old and my mother was the only person who could bring us up

J: So you all had to help?
R: Yeah, and it was very difficult for my mum. My older sister – on the second number, she was at college at that time when my father died. She left her education and she became a teacher and she supported, you know, two years while I spent two years at college. And then after two years I left college and me and my sister were supporting the family. My mum also used to do sewing for other people some in times, and this is the system of our family in Pakistan. Now all sisters my are educated, at that time the first of my older sisters supported the family, then after two years she got married and then I supported, then I got married after two years, so my next sister.

J: So is everyone all grown up now and have their own families?
R: Yeah, everyone. And we are five sisters married now. Two sisters left and one brother and my brother is doing a computing course in Bradford College. I have sponsored him this year.

J: So, once you were here and you’d settled in to your new family and you’d got your new baby, what made you want to go back and start studying again?
R: I didn’t face much, but still I think about the difficulty which I faced, the communication. Because, even though I studied English as a subject in Pakistan, whilst here, everywhere is spoken English, I wasn’t used to speaking English, except in class in college, not at school. It’s very different in college, in classrooms. You really are studying, when we studied the subject English with the explanation the teacher gave you, the way of communicating that’s Urdu, the special language, she explained in Urdu, difficult words and we would just write it down and you know.

J: So how long did it take you when you first got here to start feeling that you could communicate with people easily?
R: Well straight away I started English classes because I already mentioned, I am the sort of person who just don’t want to sit back and just feel embarrassed. If I want anything in life, just to go for it I started straight away and didn’t have much difficulty in that.

J: you are obviously a very empowered and confident woman. That’s my opinion of you.
R: I am, yes. - well, I don’t know,

J: You have come to a new country with new everything and you have managed to get yourself into education?
R: Yes.

J: To get yourself to a place where you need to be, and I think that that’s absolutely fantastic!
R: I did English classes, did childcare courses, and I studied first Level 1 childcare course, and then I did end of Year 3 and I completed last year I did GCSE English and this year some maths, and the course at Bradford College, that was ABLE – Access to a Bilingual Course. There was just a few weeks left to complete on that course, and I just didn’t bother. Plus I went to Pakistan. The course was on Manningham Lane College, and I had little child as well, I used to take him to nursery and he went to Pakistan for two or three months with me. I would have done it I regret that now.

J: So you came back to work for Sure Start as a Family Support Worker you started work as?
R: No I was involved in Milan Group as a volunteer and also doing a Childcare course and I had qualifications for the Level 1 course. On the first day there we didn’t have a crèche in that group. When Sure Start got involved in this West Bowling area and they had meetings and our group preferred to have a crèche in a separate room, where the children could be looked after without their mums. Because the children used to disturb the mums doing our own activities and our requirement was for a crèche and I needed to do my placement for the childcare course so I did my practical there. The referred my name and I was accepted, that was the first paid job I should say.

J: And how long ago was that?
R: I think one year. Maybe more than one.

J: So how – how did the speech and language course come about? Who offered you that opportunity?
R: No one offered me, I just used to come to our main office when I was employed by Sure Start.

J: Who funds that post?
R: There are three organisations. Sure Start, Trident and NHS think disability.

J: Do you plan to continue living in West Bowling, does your husband work here as well?
R: Yeah.

J: So since year maybe 93/94 you’ve lived here?
R: Yes.

J: Have lived here ever since?
R: Well, my husband has been living here for a long time.

J: So how do you think that training has changed you, or do you not think it has?
R: Not so much. It has made me more busy. It has increased my responsibilities which I already have too much. And you know, sometimes it is stressful. Of course I am studying and working and have responsibilities at home, house job you already know about the children, responsibilities.

J: So how, how – has your husband been supportive of your training?
R: Yes. He has been.

J: And how about his family as well? Have they been able to help you?
R: No, not the family.
J: You’ve shouldered it yourself?
R: Well I can’t get any support from the family.

J: So it’s just you and your husband?
R: Yeah, we manage because they have their own stuff to do. We are living in our own house now. We’re not living together [in an extended family]. After six months of being married we got our own house.

J: So you managed that?
R: I was confident from the beginning. But the confidence that I have gained, is from working with different people and when I applied for this traineeship, now I wasn’t sure I would be selected, because my qualifications were from Pakistan and the people who were competing with me, were from here and their speech was much better than mine which I noticed and I wasn’t sure that they would select me. I got this opportunity I thought that I might be able to do this, when I was selected.

J: Do you think as well because your bilingual skills and the extra education helped you?
R: Well everyone who applied for this job was bilingual, not just me especially.

J: Are you part of the Sure Start Board, or part of any, do you come to the Parents Forum, do you have any other input to Sure Start?
R: Well I am interested in those meetings. I attended a few when I was entering part of traineeship, I never have time now. Before that I used to attend two or three meetings. Now I really enjoy going to meetings and meeting different people and getting their ideas with what’s happening in the community.

J: So is there anything else you can think of that you can say about it or do you think that we have covered everything?
R: Well if you specify?

J: How about your relationship with your children after doing the childcare course, did you see them in a new light? Did you start to think “oh, I understand why my little boy has been naughty today” or, you know, did it give you any extra insight or did you feel nothing changed?
R: It has changed our routine, I used to spend a lot of time with my children before I started this, we used to homework, you know help their homework and I used to spend a lot of time with them, taking them out, I used to take them out.

J: So how is that done now, do they – your husband?
R: Yes, yes he does, yes.

J: So maybe you have improved their relationship with their dad, maybe? Because they spend more time with dad as well?
R: No, I have never left them just with their dad, but I do spend time with them. I am not worried about that point because I cook for them, I feed for them, I’m doing everything, my husband, he takes them out when my assignments or exams are due.

J: So it is to give you a break?
R: Yeah mostly, when I can’t cook or can’t do the house jobs, you know, he brings something from a restaurant.

J: Is that what he does, he works in a restaurant?
R: No, no, he is a psychiatric nurse. And he is working in a local Hospital. And this is his recent job before this job he was self-employed, he was working as a TV engineer and we had our big business, and now that has gone down so he has totally changed his career, because he was sick of TVs. But we don’t look at TV and video now.

J: So you both had quite a big change in your life where you have managed to redirect your careers.
R: Yes. Yes.

J: So you feel happy at the moment? Do you feel apart from the stress over exams and assignments etc you are coping?
R: Yes. Yes.

J: do you feel that it’s worth it?
R: Yes. Yes. Yes I do. It’s fabulous.

J: Well I don’t know whether I’ve got anything else – are you happy with everything that we’ve said, is there anything there that you are not happy, what we’ve talked about or is there anything that you’d like to add, or ………?
R: Well, I don’t think anything, no.

J: Lovely. Alright, good stuff and thank you.
Appendix 6

One to one interview with trainee supported by West Bowling Sure Start: 2

Key:   J= Julia Csikar (researcher)  
       R= Respondent

So, we’re going to talk about training and stuff could you tell me a little bit about yourself?  
R: Right before I started work?

J: Anything  
R: Right, before I started... I’ve got five children, by the way, under the age of fifteen never struggled, parents helped me a lot.

J: How old are you now?  
R: Thirty. I’ve had all my children the youngest was about six and ten months. The eldest is thirteen, so I’ve got it all over and done with. I started helping at the women’s group which is a sewing class, just to get out and about, probably because I didn’t have the confidence of doing anything else, of trying to go to school myself.

J: So what did you come to Sure Start for initially?  
R: To become a Family Support Worker. When I heard I got the job I was shocked because some people who looked more posh than me and actually had more qualifications than me!

J: Did they live in West Bowling then?  
R: No they didn’t.

J: And they didn’t know that community?  
R: No. Somebody trained in that work with some qualifications was from West Bowling as well, so I don’t know what, but they didn’t get the job.

J: What sort of things do you do in the family support role?  
R: Well, in the beginning when we were doing our training, induction and everything, they asked us what sort of training I was interested in.

J: Were you educated in Britain though?  
R: Yeah.

J: Did you do your GCSE’s?  
R: I didn’t do nothing.

J: What age did you leave school?  
R: Thirteen, fourteen? I didn’t have any interest there was stuff that was more important than getting an education. Although we’ve changed now, but when it were our turn it was too difficult.

J: I See, you did the training for the Family Support Worker, and what did that cover?  
R: The training? We were taught how we would work, how we would go in supporting families and that basically we would give them information about Sure Start and support the health professionals.
J: Who did you support when you were a Family Support Worker? Did you go out on your own or did you go out in teams or…?
R: Yes, we started going out in twos at the beginning.

J: You and who else?
R: Another Family Support Worker. Or we could have had one of the crèche workers to go with us. We’d work out when we were on and who was available at that time to go with us to do the initial visit.

J: So, it’s just to assess what family need and just to get all the details down on paper?
R: Yeah

J: How long were you doing the job as a Family Support Worker before you started the Introductory Midwifery course?
R: In the Introductory Midwifery Course I’m doing training for antenatal teachers with NCT – National Childbirth Trust. Well, it’s up to me how long I take to complete the training, it’s an Open University Course and it’s evenings, it’s like juggling my work, my family and then your training.

J: So where do you go evenings? It is actually where you just do it at home yourself?
R: No, I go to Leeds on an evening.

J: Leeds University?
R: No – it’s at somebody’s, they’ve arranged it at a house where a tutor comes in and there’s a crowd of us there.

J: How well are you getting on, are you struggling, are you on top?
R: I must admit, I’m struggling.

J: And do you get any support here [from Sure Start West Bowling]?
R: I do get support, of a fashion. My next assignment I need a bit of support for that because I need to hand in my files, I’ve not done any assignments, essays, anything, and I’ve just jumped from nothing straight on to essays.

J: It’s a big deal?
R: It’s a big thing. I’m getting plenty of support from everywhere. I get plenty of support from my husband, everything like childcare everything gets all sorted for me, even with the evenings to picking me up and drop me off where I need to be. I’ve got, I go to study days without a problem. I think it’s just, everything else is ok, and it’s just the paperwork that is difficult to get my head around.

J: I suppose it will come with time really, won’t it?
R: Once I know it, if I’ve got it into my head how it’s going to go into place, it’ll click in. At the moment I’m just, like, banging it. I don’t know really.

J: So what about the other students that you study with?
R: Everyone’s on a different level. We have stopped at the moment because it’s the end of the sessions with our group because basically we’ve got about twelve people and that’s more than enough for us.
J: And do you network with them to see if anybody else can help?
R: They can do but then, everyone’s like, some are mums, some people come from Sheffield not from Leeds itself so it’s hard trying to find the time term, we’ll work hard on it and sort something out, so then we’ve got a group in Bradford, which I’ve thought about as well.

J: Do you get educational support in Bradford?
R: It is educational support, and it’s a whole group for NCT, National Childbirth Trust, is in our area zone in Bradford, so they’re supporting all the mums and they’re saying what’s going on in this area, what’s happening, who’s doing what, or if you’ve put on an event, it’s just catching up, it’s a meeting that we all use to catch up, and I can ask them, but to tell you the truth I haven’t. because I felt that I have to say to them, “I need help”. We have done presentation like an icebreaker group.

J: How did you feel when you first started did that were you wary?
R: She gave me a couple of months and she said if you’re to do that go ahead and I though if I don’t do this now I’m never going to come round.

J: And who was your first audience?
R: It was just to our group to sort of get over our fears which is good in a way that it’s a small-knit group and you’re juts getting on with them and then you know that once you start setting up your own group you’re OK. For Sure Start I’m already doing parents’ class with the midwife, I set it up myself. I’m still with Ilmyat Women’s Group which is a very busy group, sometimes there can be about thirty, forty women there I’m praying with X as well I don’t know if you’ve heard of X? We are hopefully going to set up our own praying and consulting group with a midwife and myself as I want to teach peer counsellors.

J: Right. That’s quite a new topic isn’t it? And its one that seems to be working, I think. So how do you think that you’ve changed?
R: I’ve started to get more knowledge, confidence, and more work.

J: And how – how have your family reacted to that?
R: Well.

J: They have? And you’ve never had any problems where the kids are like “Oh, you’re always doing something else” or?
R: I think because I’ve been at home all my life and that, and they’ve realised that even from my parent’s point of view they’ve noticed that, everyone has changed around me now, so they’ve accepted it, and support me coming here.

J: I suppose that the cultural norm is it has made a purpose for a lot of women where you know the ethos has changed now, but as long you’re family’s OK? Has your development been supported too?
R: Yes, very successfully.

J: How do you juggle with your time? Did you find that hard at first?
R: It is hard, my housework is my priority, where my kids are concerned they’re my priority I am actually working for them, so it is for a better future for them as well.

J: And I suppose two incomes coming into your family that means a different?
R: There is a lot of difference. Things that they couldn’t have before they can have now, plus if I’m supporting, I’m working, I’m training and that it’s something that – you know I’m doing for my own children as well, that’s the main thing.

J: I suppose you’ve done a lot of work as well with childcare courses, and you’ve been involved in everything that’s going on here, have you changed the way that you’ve reacted to your children? Have you seen that you can understand them a bit better in the sense of “oh, I know why he or she might be a bit upset “
R: Yes.

J: Yes? Do you spend more quality time?
R: Yes I do, if I’m not around there dad is though. But before one could go over to my aunties’ house or I would leave them with my mum and my sister and that’s changed in a lot of ways, one of us [mum or dad] has to be around now.

J: When do you plan on finishing your training really? Is it going to be an ongoing thing throughout your life?
R: No, I can’t let it go on throughout my life, but I’ve set myself a target which I’ve talked to Shameen [training manager] about as well, I said, “Look, I need to hand in this first essay and once I get that I know I can start doing the rest”.

J: Do you feel you can complete your first essay?
R: That’s the way I felt till now, but I am worried now, but there’s no point in saying “oh, I can do it” if I can set up and do the administrators course. I’m sure I can do this essay.

J: So what are your future plans, once you’ve got this first essay in and the you are going to finish this particular course and then and then go onto what?
R: I’m planning on going into midwifery.

J: Right. Are you going to become a midwife?
R: It’s not a midwife, it’s an ante-natal teacher I’ll have some qualifications behind me, so I can go on to the midwife course.

J: Right, great. How long is the midwife course for?
R: About three years, I don’t know, I might have changed by then, I might want to do something else, but at the moment I know that I need some sort of qualification in my hand to start moving on.

J: Right. And you do seem a very confident person as well, you do come across as very self-assured, I mean if I could have met you before all of this and after this I maybe able to see the change.
R: I know what I want and I know I’ve got to do it.

J: I think sometimes – I mean – you don’t know what you want because it’s never been offered to you. And I suppose with Sure Start coming on the more options that -
R: I’ve got a lot of doors open now which to say that I can this way, I can go that way. I do know what it means to be a housewife.
J: Did you feel back then when your children were younger and you were at home a lot - did you feel that you were never going to move out of that role as a mum and a wife?
R: Yes, I did. I did. All I used to do is whilst they were at crèche was go out and doing a bit of shopping to try and make myself feel good.
J: Were you unhappy and do you feel happier now?
R: I am happy. I am happy. A lot of things have changed around so I am very pleased with what I’ve done for myself, whereas I’d thing “Oh, I couldn’t have done anything”. Because everywhere you do go, anywhere, there is only what everything you needed before was with qualifications, all the opportunities the best ones were with qualifications.

J: Have always lived in West Bowling?
R: Yes, I have always lived in West Bowling and I know a lot of people.

J: Have you got a lot of family here as well?
R: All our family is here.

J: So you have always had a good social network here?
R: I have had good social network. Its probably because its me, I like chatting away, even when I used to go to school and that with my children, dropping them off and that, it used to take about an hour or two to come back home before I got home! Probably because I wanted, I had that time to talk to people and that.

J: You were in the focus group that you were talking about the community being fairly split, you’ve got Parkside up there which is mainly the white community and they don’t tend to mix with the people down here.
R: No, they certainly don’t do that.

J: And some of women were saying, you know, for the first time in their lives living here they were mixing with people from different communities.
R: Yeah.

J: And it’s starting to break down some of the barriers?
R: Yes.

J: Have you felt or noticed anything like that in yourself, that you have different friends or socialising with different people from different cultures or, you know.
R: I do socialise with different people from different cultures and that, and yes I’ve felt bit different there.

J: OK- Are you happy with everything you have said here?
R: Yes
Student Evaluation Form

We really appreciate your feedback. We do read your responses and take account of your comments. Your feedback helps us to adapt our training to best meet your needs.

Course title: Childcare Level 1  Date: October 2003
Venue: Newby Community Room  Trainers Name: Vicky Carter

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<td></td>
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<tr>
<td>Usefulness of training</td>
<td>11</td>
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<tr>
<td>Pace and style of training</td>
<td>9</td>
<td>2</td>
<td></td>
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<tr>
<td>Delivery at appropriate level</td>
<td>9</td>
<td>2</td>
<td></td>
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</table>

1 Which elements of the training did you find most useful? Placement, diaries, working with children one-to-one.

2 Are there changes you would have made? Preferred to attend once per week instead of twice, schools were fully booked for placements and needed more notice, more crèche places available.

3 Any comments on venue, timing, booking, domestic arrangements? All respondents thought the time and venue were perfect.

4 Has this training identified any further training needs? 6 women said they will carry on to level 2 and higher, 5 women were going to improve their maths and English skills and then continue to the next level.

Thanks for your time
Appendix 8

SureStart West Bowling

Dept of Community Development & Lifelong Learning

Student Evaluation Form

We really appreciate your feedback. We do read your responses and take account of your comments. Your feedback helps us to adapt our training to best meet your needs.

**Course title:** Childcare Level 2  
**Date:** June 2003

**Venue:** Light of the World Community Centre  
**Trainers Name:** Vicky Carter

**Overall feedback**

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<tr>
<td>Delivery at appropriate level</td>
<td>8</td>
<td>2</td>
<td></td>
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</table>

1. Which elements of the training did you find most useful?  
   Placement, discussions within team settings.

2. Are there changes you would have made?  
   Less placement hours, the venue, and needed more notice, more crèche places available.

3. Any comments on venue, timing, booking, domestic arrangements?  
   Venue too small, attitude off putting.

5. Has this training identified any further training needs?  
   1 woman said they will carry onto level 3.

*Thanks for your time*
Appendix 9

Exit Guidance Working-with Children 22/11/2001

Subjects: A group of 13 women, with different levels of education, from “A level” to very little English.

The group started at 9.30am and the tutor asked them to think about what they would see themselves doing 1 year from now and 5 years from now. I arrived around 10.00am and we gathered the group together to look at their goals and aspirations. The first 3 women said that they were interested in the Classroom Assistants course and/or NVQ Early Years. At this point I opened up the discussion and showed the group some of the literature I had brought. The Working I …..series proved very useful, I talked about photography and video making, and we looked at possibilities of setting up in business. The group moved to exploring different goals. They are listed below.

R: Classroom Assistant, NVQ Early years would like to work part time in child care
R: Would like to work p/t in childcare, when the discussion opened up she asked about journalism. She had already studied for a C&G in Radio Journalism.
R: Wants to train as a teacher, also interested in teaching Urdu.
R: was interested in gardening possibly setting up a group in the area. She was the first to express an interest in Art and Design. Decorating and interior design, beauty, hairdressing and complementary therapy.

R: had difficulty with English but was interested in Art and Design. She would like to work as a Care Assistant and wanted information on Health and Social Care.
R: would like to work p/t in childcare. Interested in Art and Design
R: needs to study English.
R: will enrol on Classroom Assistant course. Would like to go on to NVQ Early Years. Interested in Art and Design.
R: needs to study English and would like to become a teacher.
R: needs to study English.
R: will enrol on Classroom Assistant course. Interested in Beauty and Hairdressing.
R: Interested in NVQ and Classroom Assistant Course.
R: would like to be a social worker currently studying AIS Sociology and Psychology. Will make an appointment for Guidance.
Most people in the group said they would be interested in Art and Design especially if the course was at the centre. We talked about a trip out to Bradford to look at Beauty Therapy department possibly to have treatments. A number of women said they could be interested in a gardening group. We had a long discussion about the advantages of voluntary work with regard to experience, references and training. They would like a computing for beginner’s course at the centre. I agreed to return on 20th Dec with the laptops, so that students can do Adult directions. I will take additional information for individual students.

Judy Midgley
Bowling College
Bradford
Appendix 10

Training Course Registration Form: Entrance Strategy

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<table>
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<td>Date of birth</td>
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<tr>
<td>3.</td>
<td>Age</td>
</tr>
<tr>
<td>4.</td>
<td>Address</td>
</tr>
<tr>
<td>5.</td>
<td>Postcode</td>
</tr>
<tr>
<td>6.</td>
<td>Telephone No</td>
</tr>
</tbody>
</table>

7. What is your ethnic origin?
- White – British
- Black - Caribbean
- Black - other
- Chinese
- Indian
- White: Irish
- White: British traveller
- Mixed - White/Asian
- Mixed: White/Black Caribbean
- Mixed: White/Black African
- Mixed: White British/White Irish
- Other (please write in)____________________________

8. Do you have any children under the age of 4? Yes/No
   If yes how many children do you have and what are their ages?

<table>
<thead>
<tr>
<th>No of children</th>
<th>Ages</th>
</tr>
</thead>
</table>

9. Course title: ________________________________

10. Can you please state why you want to do this course (you can tick more than one answer)
- Improve my general standard of education
- Improve my chances of a job
- Build my confidence
- Meet new people
- Get out of the house

Can you please write a sentence or two about why you want to go on this course__________________
What do you hope to achieve by the end of this course__________________

Please sign below to consent to the above details being registered with Sure Start West Bowling. This will enable us to let you know about future events in the area that may be of interest to you. The information you provide will be used to send statistics to the government. None of this information will be used to identify you or your children. This information will be kept strictly confidential and covered by the data protection act (1998)

Signed __________________________________________

Today’s Date: __________________________________________________________________________

Thank you for taking the time to complete this form