





**Centre for Women & Girls Innovation &
Empowerment (CWGIE)
Year 2 Progress Report
(November 2023 – October 2024)**



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1.Executive Summary

The Centre for Women and Girls' Innovation and Empowerment (CWGIE) project, led by Diversity House, is dedicated to empowering women and girls in Swale by equipping them with skills, resources, and support networks to overcome social and economic challenges. This Year Two report assesses progress from November 2023 to October 2024, focusing on key outcomes in psychological well-being, employability, social inclusion, and community engagement.

During this period, expanded community-based sessions greatly enhanced accessibility, particularly for rural participants, resulting in 3,016 attendances across 483 sessions and reaching 509 unique individuals. Demand for mental health support led CWGIE to expand resilience and stress management workshops and establish partnerships to provide more comprehensive mental health resources.

Vocational skills training and employability workshops were also broadened, equipping participants with practical skills that promote economic independence. Additionally, personalized one-on-one support through Individual Learning Plans (ILPs) fostered growth and goal-setting, enhancing participants' confidence and progress toward self-sufficiency.

The project faced challenges in meeting the high demand for services—especially mental health—and engaging male participants in gender equality programs. Insights gained from these obstacles led to strategic changes, such as increased partnerships for mental health support, tailored outreach to men, and decentralized, community-based sessions to better serve rural areas.

Reflecting on Year One findings, Year Two prioritized expanding community access, emphasizing psychological well-being as a cornerstone of empowerment, and providing practical, job-ready skills. These adjustments position CWGIE to make a lasting impact as it progresses toward its final year.

2.Introduction

The Centre for Women and Girls' Innovation and Empowerment (CWGIE) Project, initiated by Diversity House, is a transformative initiative aimed at addressing the systemic challenges and social inequalities faced by women and girls in Swale. Using a multi-dimensional approach, CWGIE seeks to empower participants through a comprehensive framework focusing on social, psychological, economic, and community-based support. By providing skills, resources, and a strong support network, the project aims to foster personal and professional growth, allowing beneficiaries to overcome barriers and actively contribute to their communities.

2.1.Project Purpose and Vision

The primary purpose of the CWGIE project is to equip women and girls with the tools they need to enhance their quality of life, ultimately supporting them in realising their potential. Through interventions that address education, employability, health, and social connectivity, CWGIE seeks to bridge the gap created by longstanding gender inequities and the impacts of the global pandemic. The project is designed to create a lasting impact, empowering participants to achieve resilience, self-sufficiency, and active community engagement.

2.2.Long-Term Goals

CWGIE's overarching goals include:

Empowerment of Women and Girls: Equip participants with skills and confidence to overcome barriers to employment, education, and personal development.

Promotion of Gender Equality: Increase awareness of gender issues within the community, fostering an environment where both men and women contribute to gender equality.

Community Engagement and Support: Build a robust support network that encourages collaboration between local organisations, schools, and community members, creating sustainable pathways for empowerment.

Health and Well-Being: Improve the psychological and physical health of women and girls in Swale through targeted resources and interventions.

Sustainability of Impact: Create enduring change by ensuring that the benefits of CWGIE extend beyond the project duration, fostering resilience and independence among participants.

2.3. Year One Recap: Key Findings and Outcomes

In Year One, the CWGIE project made significant strides in empowering women and girls through a wide range of activities. A total of 483 sessions were delivered, resulting in over 11,415 hours of engagement and reaching 509 unique participants. Key outcomes focused on improving health literacy, employability, and fostering community empowerment.

Key findings revealed that Swale's ongoing regeneration projects presented new job opportunities, but the district's skills gap, especially on the Isle of Sheppey, remains a barrier to local employment. Additionally, Swale's higher-than-average rate of female benefits claimants highlights the economic challenges facing women, particularly in light of the cost-of-living crisis.

Challenges included childcare costs and patriarchal gender roles, which hinder women's full participation in employment and training. Efforts to provide child-friendly spaces have helped increase engagement. Furthermore, teenage pregnancy rates in Swale remain high, and the project has worked closely with NHS health initiatives to address related health inequalities.

The project also identified lower participation from Faversham residents and aims to increase outreach efforts there in Year Two. Staffing challenges were noted due to the specialised nature of interventions, requiring innovative approaches from the team to effectively engage participants.

2.4. Scope of Report

This Year Two report provides a detailed overview of CWGIE's activities, achievements, and challenges from November 12, 2023, to October 10, 2024. It evaluates progress against set outcomes and indicators and outlines the future direction for Year Three.

3.Objectives for Year Two

In Year Two, CWGIE focused on building upon the achievements and insights from Year One, while addressing the evolving needs of the beneficiaries. The following objectives were established to enhance project impact and meet participant demands:

3.1.Expanded Skills Training Programmes

Deliverable: Diversity House tend to increase the number of vocational training sessions and workshops, focusing on skills identified as gaps in Year One, such as digital literacy, entrepreneurship, and personal finance management.

Adjustment: Based on feedback indicating strong interest in practical skills, Diversity House offered hands-on training tailored to local job market demands.

3.2.Enhanced Psychological Support Services

Deliverable: Implement a dedicated mental health support initiative, including workshops on resilience and stress management, alongside access to counselling services.

Adjustment: Responding to Year One's findings on psychological well-being, this initiative aimed to address mental health challenges more comprehensively.

3.3.Increased Community Engagement Initiatives

Deliverable: Facilitate community forums and events that encourage dialogue and collaboration among women, girls, and community leaders, such as career fairs and advocacy events.

Adjustment: Building on Year One's emphasis on advocacy, these initiatives focused on creating stronger connections between beneficiaries and local resources.

3.4.Strengthening Men's Engagement

Deliverable: Develop targeted programmes aimed at educating men and boys about gender equality and their roles as allies in empowering women and girls, including workshops and awareness campaigns.

Adjustment: Leveraging the positive response to men’s involvement in Year One, this objective sought to deepen their understanding and active participation in addressing gender issues.

Improved Data Collection and Evaluation Methods

Deliverable: Establish a robust monitoring and evaluation framework to track progress against defined indicators, ensuring data-driven decision-making for future interventions.

Adjustment: Recognising the importance of measuring impact, this framework enabled precise assessment of project outcomes and beneficiary experiences.

3.5. Networking and Partnership Development

Deliverable: Create and strengthen partnerships with local businesses, educational institutions, and community organisations to provide additional resources and opportunities for participants.

Adjustment: To enhance access to local resources, this objective focused on building collaborative networks that support comprehensive service delivery.

4. Methodology and Approach for Year Two

In Year Two, the CWGIE project employed a **mixed-method approach** to monitor and evaluate progress, blending quantitative data (e.g., service attendance, surveys, feedback forms) with qualitative narratives (e.g., case studies, testimonials) for a well-rounded analysis of outcomes.

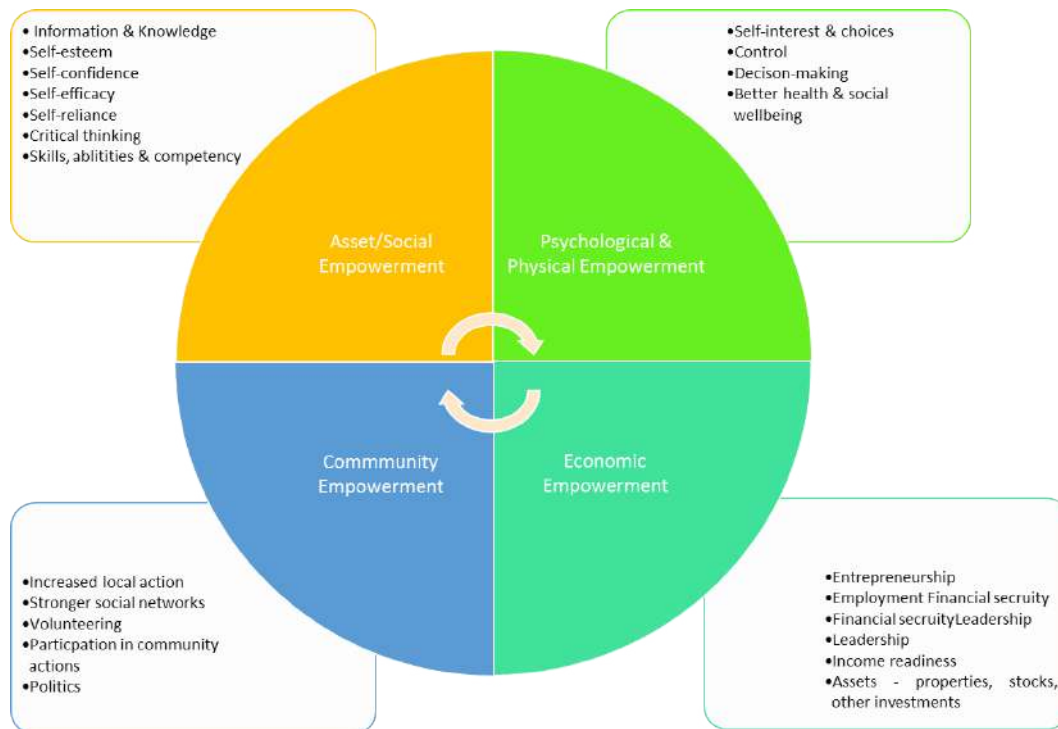
Quantitative Data: Metrics such as attendance logs, Outcome Star assessments, self-esteem tests, ILPs, and pre-and post-evaluation forms were tracked using the Lamplight database, capturing measurable changes in skills and confidence.

Qualitative Data: Case studies, comment sheets, and photovoice captured beneficiaries' personal experiences, offering insights into the emotional and social impacts of the programme beyond numeric indicators.

4.1.CWGIE Empowerment Framework

The evaluation framework is built on a **logic model and theory of change** established during the project's consultative and planning phases. The CWGIE project operates on a holistic empowerment model, focused on four interconnected dimensions of empowerment demonstrated by the diagram below:

Figure: Domains of Women and Girl's Empowerment in Swale



- Asset/Social Empowerment: Building networks and social resources.
- Psychological & Physical Empowerment: Enhancing mental resilience and health literacy.
- Economic Empowerment: Developing employability, vocational skills, and entrepreneurial opportunities.
- Community Empowerment: Fostering inclusive, resilient communities through education, awareness, and promoting male allyship.

4.2. Conceptualisation of Empowerment for Year Two

Drawing from Year One's findings, Diversity House recognised that tackling the root causes of disadvantage among women in Swale requires a **mindset shift**. Empowerment, as defined by Diversity House, is an "action-oriented process focused on removing formal and informal barriers and transforming power relations between communities, institutions, and government" (Themudo, 2009).

This conceptual framework underpins all project interventions and is reflected in the four core empowerment domains mentioned above. By participating in CWGIE activities, women and girls are expected to:

- Experience improved health and well-being.
- Build self-esteem, confidence, and self-efficacy.
- Develop skills for employment or entrepreneurship.
- Increase motivation and reduce apathy.
- Engage more actively in local community actions.

This comprehensive approach to empowerment aims to foster lasting, transformative change in the lives of women and girls across Swale.

5. Project Progress Overview

To bring its vision of empowering women and girls (and inclusively engaging men) in Swale to life, Diversity House focused on the priorities identified by the project's beneficiaries. In the first year, efforts centered around both prevention and intervention, equipping participants with well-researched information, personalised advice, and guidance. Key areas of focus included capacity building, health literacy, health promotion, employability opportunities, life and social skills, vocational training, and fostering social networks and interactions. This comprehensive approach aimed to address the diverse needs of the community, creating a foundation for sustained empowerment and growth. The table below shows the six outcome areas that are being reported during this reporting period are as follows.

Table 1: Outcomes

Outcome	Outcome Description
Outcome 1	Women and girls will experience enhanced motivation and confidence, enabling them to access local resources and broaden their opportunities and horizons.
Outcome 2	Women and girls will gain improved employability or entrepreneurship skills, advancing their educational and career pathways and increasing their professional opportunities.
Outcome 3	Girls will actively participate in after-school and college clubs and other educational activities, fostering their engagement and development.
Outcome 4	Women and girls will see improvements in their psychological and physical well-being, promoting independence through the six ways to well-being framework.
Outcome 5	Women and girls will report better access to volunteering opportunities in community and school settings, helping them develop employment-related skills, build confidence and self-esteem, and reduce social isolation.
Outcome 6	Men and boys will gain a deeper understanding of women's issues and actively participate in initiatives that support gender equality and empowerment, fostering an inclusive environment for change.

Measuring these outcomes relies on specific indicators, which serve as markers of change and highlight the project's effectiveness. The following table below outlines key indicators corresponding to each outcome. For the Year two reporting period, these outcome indicators are as follows:

Table 2: Indicator table for year two.

Project Outcome	Indicator	Level	Timescale Yr 2
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<p>Outcome 1 – Women and girls will report improved confidence and motivation with accessing available local resources for expanding horizons and</p>	<p>Number of individuals reporting a marked improvement in their confidence and motivation.</p>	<p>245/350 (70%)</p>	<p>By the end of Year 2</p>
	<p>Number of individuals reporting a marked improvement in their accessibility</p>	<p>175/350 (50%)</p>	<p>By the end of Year 2</p>
<p>Outcome 2 – Women and girls will report an improvement in employability and/or business skills capacity, gaining new skills for employability, entrepreneurship, furthering their education, or developing their</p>	<p>Number of individuals reporting a marked improvement in employability and/or business skills capacity.</p>	<p>210/350 (60%)</p>	<p>By the end of Year 2</p>

	Number of individuals reporting a marked improvement in employability and/or further education	175/350 (50%)	By the end of Year 2
Outcome 3 – Girls will actively engage in after-school and college clubs.	Number of individuals reporting attendance to after-school and college clubs.	35/350 (10%)	By the end of Year 2
Outcome 4 – Women and girls will report improved psychological and physiological well-being to help them develop and maintain their independence (through the six ways to well-	Number of individuals reporting a marked improvement in psychological well-being, including mental health, aspirations, and/or mental resilience.	175/350 (50%)	By the end of Year 2

	Number of individuals reporting a marked improvement in physiological well-being, including healthy lifestyle, healthy eating, and/or	175/350 (50%)	By the end of Year 2
Outcome 5 – Women and girls will report improved accessibility to volunteering opportunities and progress in their feelings of social isolation.	Number of individuals reporting a marked improvement in accessibility to volunteering opportunities.	105/150 (70%)	By the end of Year 2
	Number of individuals reporting a marked improvement in their feelings of	175/350 (50%)	By the end of Year 2

<p>Outcome 6 – Men and boys will actively understand and address women’s issues and the part they can play in helping facilitate change.</p>	<p>Number of individuals reporting a marked improvement in their understanding of women's issues.</p>	<p>40/100 (40%)</p>	<p>By the end of Year 2</p>
	<p>Number of individuals reporting a marked improvement in their role in facilitating change and sharing awareness</p>	<p>20/100 (20%)</p>	<p>By the end of Year 2</p>

5.1. Year Two Current Status Compared to its Objectives

The CWGIE project is tracking well against its Year Two objectives, with notable progress in several key areas to continue its mission of empowering women and girls in Swale, building on the foundation set in Year One. The project has successfully delivered 877 sessions, resulting in 3,016 total attendances, exceeding initial targets. The number of 509 unique participants, with 290 women, 150 men, and 69 individuals of unspecified gender, reflects continued engagement and inclusivity involving a diverse group of participants. The project has made significant strides in building confidence, employability, and well-being for women and girls, while also engaging men in supporting gender equality.

Measure	No of attendances	No of sessions	No of different people	People - hour	Length of activity
Total	3016	483	509	1141	1378:

Table 3: Year Two Activities Summary

5.2. Quantitative Data Analysis

The project tracked key metrics using the Lamplight database, including attendance logs, Outcome Star assessments, self-esteem tests, Individual Learning Plans (ILPs), and pre-and post-evaluation forms. These tools captured measurable changes in participants' skills and confidence levels. Over the course of the reporting period, 483 activity sessions were successfully delivered, engaging 509 unique individuals from diverse backgrounds. These sessions totalled 11,415 hours of delivery, showcasing a strong commitment to community engagement and empowerment. Additionally, there were 3,016 instances of repeated attendance, reflecting sustained interest and consistent participation among the beneficiaries.

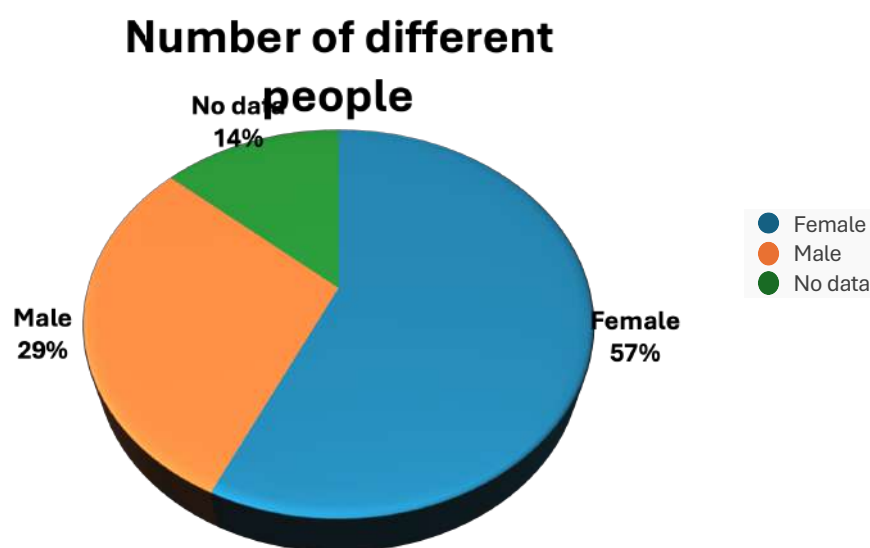
Gender of beneficiaries.

The high number of female attendances (1,947) and sessions (451) highlights the CWGIE project's success in empowering women and girls, aligning with its core mission. This demonstrates significant progress toward **Outcome 1**, where women and girls report improved confidence and motivation. It also reflects **Outcome 2**, focusing on women's skill development and employability, showing sustained engagement and commitment to their growth. The male engagement data shows that men have participated in 834 sessions, with 150 unique attendees. While lower than female participation, this aligns with **Outcome 6**, which aims to involve men in understanding and supporting gender equality. The data indicates steady progress towards male involvement, which is essential for fostering broader community support for women's empowerment, while 69 unique gender data were missing, and this highlights the need for improved data collection to better assess the project's reach.

Table 4: Gender with sessions attended by unique people.

Gender	Number of attendances	Number of sessions	Number of different people
Female	1947	451	290
Male	834	315	150
No data	235	111	69

Chart 1: Gender Identity of Beneficiaries



Ethnicity of beneficiaries for year two.

In Year 2, the CWGIE project effectively engaged a diverse range of participants, recording 3,016 attendances across 877 sessions. This reflects the project's commitment to inclusivity, aligning with the growing multicultural demographic noted in the 2021 Office for National Statistics (ONS) census for Swale. The highest participation came from the White - English/Welsh/Scottish/Irish/British group, with 1,038 attendances, 352 sessions, and 234 unique participants, mirroring the census data where this group represents the highest percentage of

the local population. Ethnicity can influence how individuals engage with community activities, and in Swale, where minority ethnic groups account for less than six percent of the population, this trend is evident in the project's demographic breakdown.

Table 5: Ethnicity of CWGIE beneficiaries in Year Two.

Ethnicity	No of attendances	No of sessions	No of different people
Any other Black/African/Caribbean background	264	185	15
Any other White background	22	12	7
Any other ethnic group	47	47	3
Arab	164	159	4
Asian - Asian British	65	52	8
Asian/Asian - Asian	160	96	19
Black/ Caribbean/ African - Black British	687	331	78
European	161	103	27
Middle East	32	27	5
Mixed - White and Black African	24	15	5
Mixed- White and Black Caribbean	1	1	1
Mixed/Multiple ethnic groups - White and Asian	5	5	1
White - English/ Welsh/ Scottish/ Irish/ British	1038	352	234

No data	346	164	102
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Ethnicity

	Persons	
	Swale Local Authority	
	count	%
All usual residents	151,677	100.0
Asian, Asian British or Asian Welsh	2,312	1.5
Black, Black British, Black Welsh, Caribbean or African	3,487	2.3
Mixed or Multiple ethnic groups	2,741	1.8
White	142,341	93.8
Other ethnic group	796	0.5

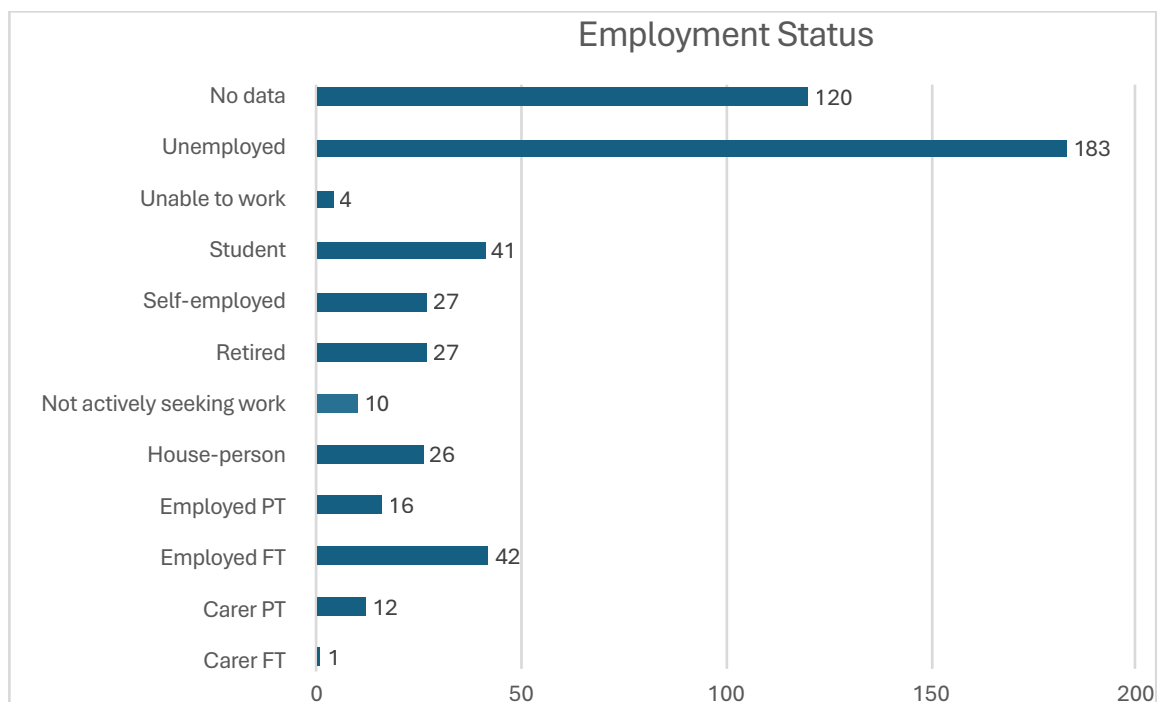
According to data from the 2021 Swale census on ethnicity, just 9,336 people in Swale are members of ethnic minorities. That is why the project team should be proud of themselves because 173 of the 509 unique users who accessed the project during the year two were identified as the minority population.

Employment Status of beneficiaries in year two.

Employment and economic empowerment are intricately linked, as evidenced by the findings of the Peacebuilding Initiative (2007). Empowering individuals to make informed choices enables them to actively engage in the economy. Conversely, securing employment empowers individuals, particularly young people and women, to take control of their lives and make independent decisions. This dynamic relationship underlines the importance of welfare reforms, as highlighted by scholars such as Corcoran (2000) and Abramovitz (2006), who advocate for reducing long-term dependency on welfare.

In the context of the CWGIE project, the team recognises that various factors contribute to individuals being outside the labor market. Acknowledging these complexities, the CWGIE team tailors its support to meet the unique needs of each participant, offering a comprehensive package that is responsive to individual circumstances. This approach aligns with Outcome 2 of the project: enhancing employability, business skills, and economic opportunities for women and girls. Regarding employment status, it was noted that out of the 509 people who proactively participated in the project, 183 were unemployed, 27 were retired, 27 were self-employed, 42 were in full-time employment, and 21 were students. In comparison, 4 people were unable to work due to ill health. Hence, in this reporting year, many people's hours were spent delivering interventions to support people in gaining employability skills.

Chart 2: Employment Status of Beneficiaries



The employment data above reflects the significant emphasis placed on Outcome 2—enhancing employability and career development. The high number of unemployed

participants (183) emphasises the project's focus on equipping individuals with practical skills for entering or re-entering the labor market. Through workshops, personal development sessions, and business skills training, the project has created opportunities for women and girls to gain employability, increase their income, and ultimately achieve greater economic empowerment.

Age Range of the beneficiaries.

The age range data provides valuable insight into the CWGIE project's reach and its alignment with the objectives and outcomes set for the initiative, particularly focusing on the diverse engagement of participants across different life stages. This analysis relates primarily to Outcome 1 (improvement in confidence and motivation) and Outcome 2 (enhancement of employability and business skills), as the age distribution can influence the design of interventions and support offered. The age brackets 26-35, 36-45, and 46-55 recorded the highest numbers of attendances and sessions, with 587, 372, and 590 attendances, respectively. These groups are typically in their prime working years, correlating with the project's focus on improving employability and economic empowerment actively seeking career development and business skills.

A total of 129 attendances from participants aged 19-25 and 103 from ages 11-16 reflect the project's success in reaching younger individuals, crucial for fostering early empowerment and employability skills. This aligns with Outcome 2 regarding improving employability and education pathways for younger beneficiaries.

With 475 attendances from the 56-65 age group and 206 from those aged 66 and above, the project demonstrates inclusivity, supporting both pre-retirement and retired individuals in building community connections and mental resilience, relevant to Outcome 4 (improving psychological well-being)

Table 6: Age beneficiaries of year two.

Age Range	Number of attendances	Number of sessions	Number of different people
0-5	3	2	3
6-10	9	9	7
11-16	103	61	23
17-18	58	33	10
19-25	129	104	39
26-35	587	343	52
36-45	372	208	85
46-55	590	328	77
56-65	475	236	45
66 and over	206	126	27
No data	484	210	141

Health and Disability Status Beneficiaries

The health and disability status data provides critical insights into how the CWGIE project supports participants with diverse health conditions, particularly focusing on mental health. This information is relevant to Outcome 4 of the project, which aims to improve the psychological and physiological well-being of women and girls, helping them develop independence through resilience, mental health support, and well-being initiatives.

Most participants (189) did not report mental health issues, with 1,129 attendances across 347 sessions. This group demonstrates the project's broad reach in engaging a healthy population. Many of these individuals likely benefited from Outcome 1 (improved confidence and motivation) and Outcome 2 (employability skills), as they were less burdened by mental health challenges and more focused on skill development, while 322 attendances from 65 individuals who reported mental health issues highlight the project's focus on vulnerable groups. This is a critical indicator of the project's commitment to inclusivity, as the interventions delivered are tailored to improving mental health and psychological resilience (linked to Outcome 4). Supporting participants with mental health concerns aligns with the project's holistic approach to empowerment, addressing both emotional and mental well-being. The significant number of participants with no disclosed mental health data indicates the project's broader engagement strategy while being mindful of privacy concerns.

Table 7: Mental and Disability Status

M e n t a l h e a l t h issue	N o o f attendances	N o o f sessions	No of different people
No	1129	347	189
Prefer not to say	8	8	3
Yes	322	199	65
No data	1557	488	252

The Area of Residencies of Beneficiaries

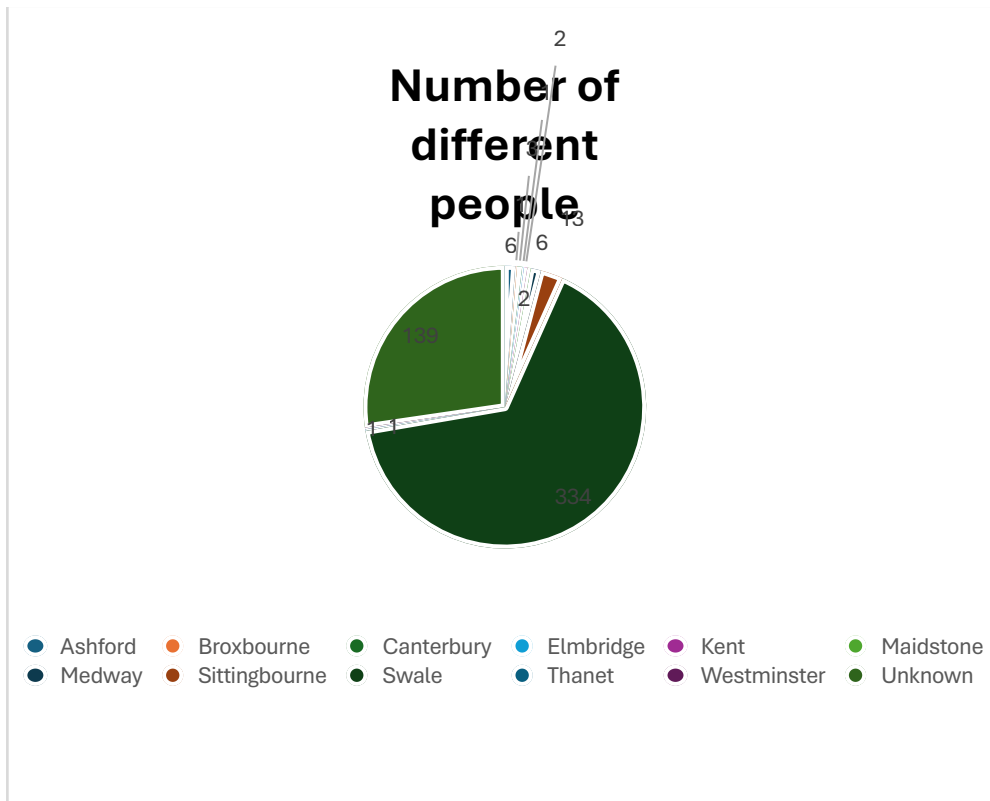
CWGIE project is planned to meet the needs of women and girls (including men) in urban and rural Swale. Evidence indicates that where people live affect the way they access available services. Living in rural locations with little or no regular access to transportation can impact the way women and girls access services, which in turn hurts their experiences of empowerment. The data below shows that 1,985 attendances, 436 sessions, and 334 different people were from Swale, which represents the primary area where the project is based and

where it focuses its outreach efforts. Areas such as Canterbury (190 attendances) and Medway (127 attendances) also reflect significant engagement. These neighbouring areas show the project's ability to extend its reach beyond Swale, supporting individuals from nearby communities, thus contributing to Outcome 2 (improving employability and access to opportunities). Attendees from areas like Ashford, Maidstone, and Kent illustrate the project's inclusivity and accessibility. While numbers are smaller, participation from these boroughs helps demonstrate the project's regional relevance, meeting Outcome 6 (engagement of a diverse audience in awareness and participation). This demonstrates that the project is meeting its objectives related to community engagement, empowerment, and well-being, especially within Swale, but also extending its benefits to a broader audience.

Table 8: Location with sessions attended by unique people

Borough of attendee	No of attendances	No of sessions	Number of different people
Ashford	14	13	6
Broxbourne	2	2	1
Canterbury	190	189	3
Elmbridge	1	1	1
Kent	20	20	2
Maidstone	2	2	2
Medway	127	119	6
Sittingbourne	142	106	13
Swale	1985	436	334
Thanet	3	3	1
Westminster	1	1	1
Unknown	529	233	139

Chart 3: Location of beneficiaries



The Primary Language Spoken by Beneficiaries at Home

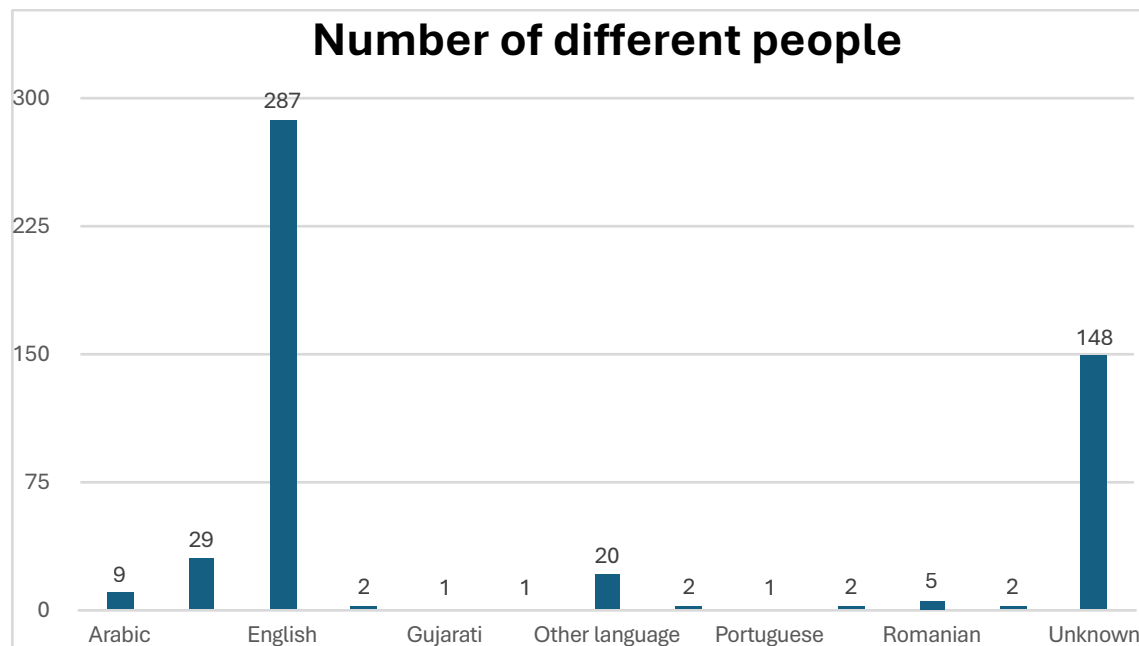
Language proficiency can significantly impact access to services and resources. Those who are not fluent in the dominant language of their country of residence may face disadvantages in accessing opportunities. In this context, the CWGIE project highlights the critical role of language in empowering individuals.

The data shows that most participants speak English as their primary language, with 1,943 attendances and 287 unique individuals. This reflects the local demographic, where English is predominantly spoken. The project has been successful in engaging this majority group while also accommodating non-native English speakers.

Participants from non-English speaking backgrounds—such as those speaking Arabic (191 attendances) and Bengali (133 attendances)—represent significant minority communities. Their participation underscores the project’s commitment to inclusivity and reaching diverse cultural groups. Engaging these non-English speakers is vital for achieving Outcome 2, which focuses on economic empowerment and skills development. Access to services, confidence-building, and employability opportunities are enhanced when individuals can communicate effectively in their chosen language.

By supporting participants with various linguistic needs, the CWGIE project fosters greater inclusivity and enhances psychological well-being through accessible resources, thus contributing to Outcome 4. The chart below provides a visual representation of the primary languages spoken by project beneficiaries at home.

Chart 4: Primary Language Spoken at Home.



Marital Status of Beneficiaries

The marital status data provides valuable insights into how different groups engaged with the CWGIE project and aligns with key outcomes: Outcome 1 (enhancing confidence and motivation), Outcome 4 (improving psychological well-being), and Outcome 5 (promoting social inclusion and reducing isolation).

A significant portion of participants (1,882 attendances from 350 unique individuals) did not disclose their marital status, suggesting either privacy concerns or a perception that their marital situation was not relevant to the project's aims. This highlights the importance of offering non-intrusive, flexible support that accommodates all participants, regardless of their willingness to share personal details.

Single participants formed the second-largest group, with 423 attendances across 222 sessions from 65 individuals. This is particularly relevant to Outcome 1 and Outcome 5, as single individuals might seek empowerment through the project's services and engage in

opportunities for social connection to combat isolation, a common challenge for unmarried individuals.

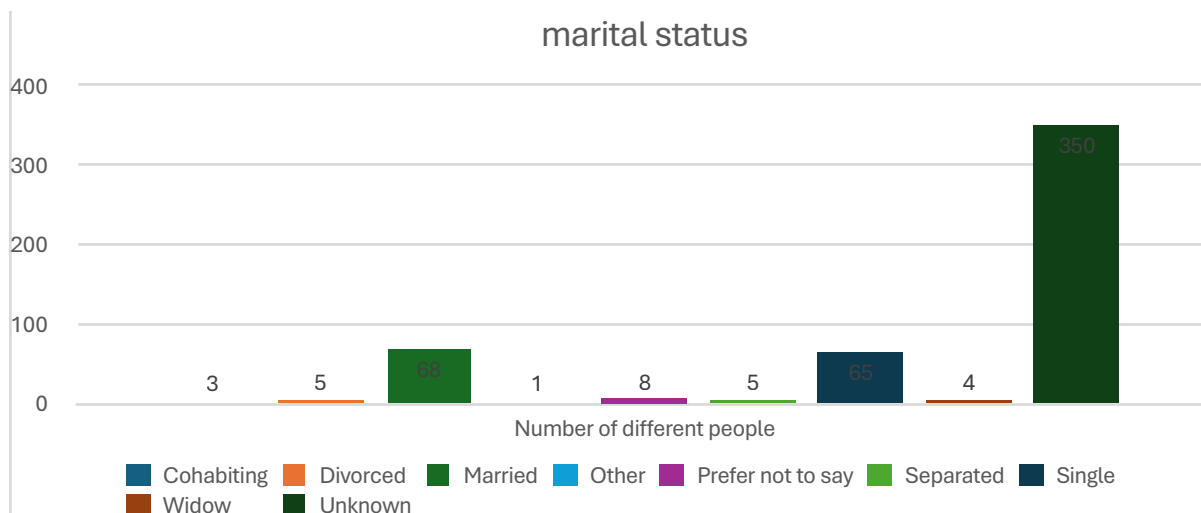
The married group demonstrated strong engagement with 442 attendances from 68 individuals, potentially reflecting their interest in personal growth and community involvement, contributing to improved psychological well-being (Outcome 4).

Meanwhile, the widowed participants (with 136 attendances from 4 individuals) represent a vulnerable group that may benefit greatly from interventions supporting mental resilience and social inclusion, aligning with Outcome 4 and Outcome 5.

Table 9: Marital Status of Project Beneficiaries

M a r i t a l status	N u m b e r o f attendances	N u m b e r o f sessions	N u m b e r o f d i f f e r e n t people
Cohabiting	7	7	3
Divorced	10	9	5
Married	442	198	68
Other	9	9	1
Prefer not to say	82	68	8
Separated	25	23	5
Single	423	222	65
Widow	136	118	4
Unknown	1882	473	350

Chart 5: Marital Status



Immigration Status of Beneficiaries

This plays a crucial role in the CWGIE (Centre for Women and Girls' Innovation and Empowerment) project, contributing to several key outcomes, including Outcome 1 (improving confidence and motivation), Outcome 2 (enhancing employability and opportunities), Outcome 4 (improving psychological well-being), and Outcome 5 (promoting social inclusion and reducing isolation). The project team has made concerted efforts to engage with the target population, which includes individuals with various immigration statuses. Recognising that lack of settled status can disadvantage women and girls, the team has focused on addressing key barriers faced by immigrant women. These barriers often include language challenges, cultural adjustments, and limited social networks.

To boost confidence and motivation (Outcome 1), the project provides tailored support, including employment workshops and skills development aimed at improving employability and financial independence (Outcome 2). Additionally, mental health support is offered to help participants manage stress associated with their immigration status, thereby enhancing overall well-being (Outcome 4). Furthermore, the project fosters social inclusion (Outcome 5) by creating a safe space for connection, reducing isolation, and promoting community integration.

Among the project beneficiaries, 225 individuals had unknown immigration statuses, while 241 were confirmed UK nationals. Additionally, 6 beneficiaries were asylum seekers

awaiting decisions from the Home Office, 3 held refugee status, 1 had received discretionary leave to remain, and 3 had indefinite leave to remain in the country. Please refer to the table below for a detailed breakdown of the immigration statuses of project beneficiaries

Table 10: Immigration Status

Immigration status	No of attendees	No of sessions	No of different people
Asylum seeker awaiting decision	31	19	6
Discretionary leave to remain	2	2	1
EEA National currently working	5	5	1
EEA National financially self-	58	47	4
EEA National receiving welfare benefits	112	75	21
Husband / Wife	99	99	2
Indefinite leave to	8	8	3
Refugee	5	5	3
Study visa	2	1	2
UK National	1201	372	241
Work visa	33	32	2
Unknown	1460	468	223

Religion of Beneficiaries

People's religions, beliefs, and values significantly influence their social interactions and use of community services. For instance, community activities may coincide with religious festivals or prayer times, which can affect individuals' willingness to participate. According to the 2021 census, a larger percentage of the population in Swale identifies as Christian compared to other religious groups (see table below).

Table 11:

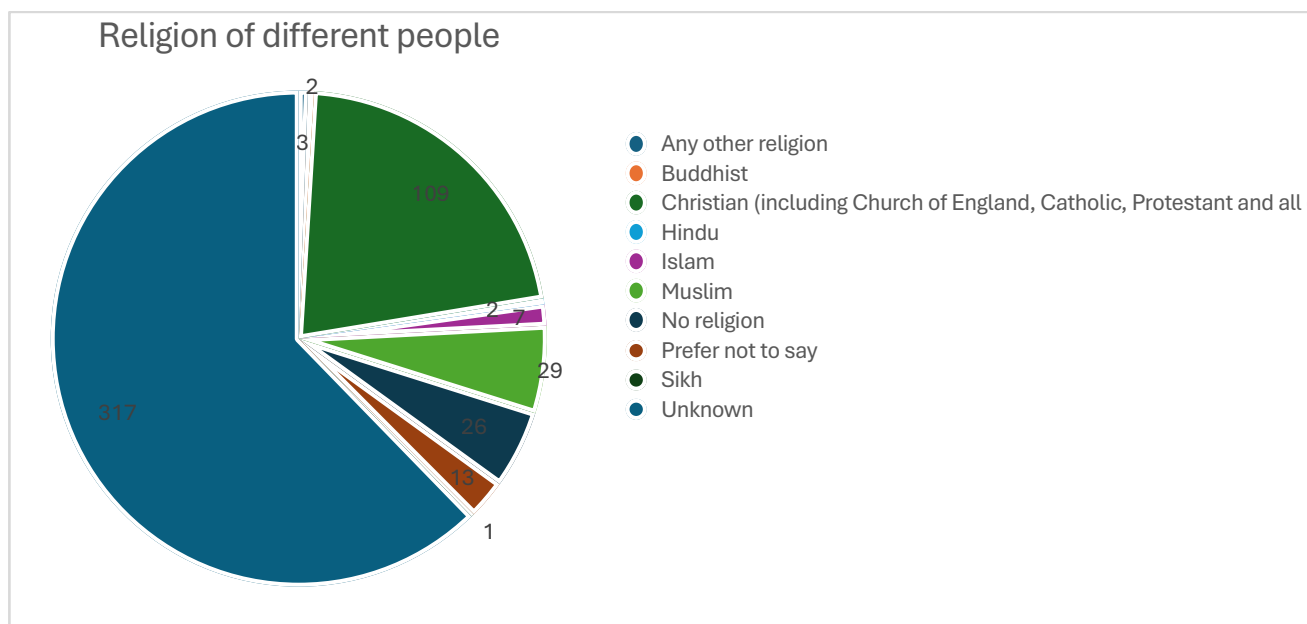
Religion	Persons	
	Swale Local Authority	
	count	%
All usual residents	151,677	100.0
No religion	68,784	45.3
Christian	71,562	47.2
Buddhist	406	0.3
Hindu	587	0.4
Jewish	118	0.1
Muslim	1,529	1.0
Sikh	208	0.1
Other religion	672	0.4
Not answered	7,811	5.1

Source: ONS - 2021 Census (TS030)

Among the participants in the CWGIE programme activities during this reporting year, many identified as Christians, aligning with the data from the ONS 2021. The table below illustrates the religious affiliations of the project beneficiaries. Among those who disclosed

their faith, Christians had the highest participation, with 109 unique beneficiaries. However, data from 317 unique beneficiaries could not be collected.

Chart 6: Religion of Beneficiaries.



Ability and Disabilities

Ability and disabilities play a crucial role in shaping the CWGIE project’s approach to empowerment, closely aligning with several core project outcomes. Recognising the unique challenges that women and girls with disabilities encounter—such as restricted access to educational or vocational resources, social isolation, and increased vulnerability—the project team aims to assess how effectively they are engaging these individuals and to evaluate their participation experiences. Additionally, understanding the types of disabilities involved allows the team to implement services that make project engagement more accessible.

The table below highlights that, in the Year Two review, 91 of the 509 participants self-reported having a disability, 198 reported no disabilities, and 217 did not disclose their status.

This information guides the project in tailoring services to better accommodate participants' needs and foster inclusivity.

Table 12: Disabilities Status of beneficiaries

H a s disability	N o o f attendances	N o o f sessions	N o o f d i f f e r e n t people
No	1457	430	198
Prefer not to say	4	4	3
Yes	555	264	91
Unknown	1000	393	217

5.3.YEAR TWO – CWGIE Project Activities

Throughout the reporting year, multiple preventive and intervention programmes were delivered by the project team. The table below provides an overview of the sub work area activities conducted in Year Two, detailing the number and type of each initiative. This section summarises each activity, highlighting their contributions to project objectives and participant engagement.

Table 13: Total number of Activities attended by Gender in Year Two

Sub work area	Fem ale	Ma le	Unkno wn	Tot al Uniqu e People
ADMIN / Drop-In	212	109	38	359

Access to Community Services	258	132	66	456
Advocacy	69	28	30	127
Brief Motivational Intervention	179	90	42	311
Budgeting	27	9	1	37
Business Development	110	47	34	191
Career Advice	111	51	30	192
Cycling	26	12	3	41
Decision Making	114	55	12	181
Employability	162	85	35	282
Enquiry	240	122	58	420
Food & Household Items donation	103	62	7	172
IAG	212	109	62	383
Leadership	68	37	4	109
Life & Social Skills	161	79	19	259
Meeting	133	71	38	242
Mental health Management	164	83	13	260
Mentoring and Coaching	89	49	4	142
Networking	135	62	31	228
One 2 one support	252	124	64	440
Parenting Skills	35	17	3	55
Personal Development	198	89	22	309
Relationship Building	144	68	37	249

Self Esteem & Confidence	191	91	22	304
Socialising & Networking	196	93	47	336
Training	113	63	5	181
Vocational Skills (Cooking, Cleaning, Sewing)	106	52	10	168
Volunteering	81	43	5	129
Wellbeing	203	105	34	342
Workshops	102	56	9	167

Intersectionality

The CWGIE team discovered that the factors undermining the service users were not binary; several interrelated and overlapping problems were present, catalysing their disadvantages and deprivation. The project team employed an intersectional lens to create and implement interventions to address the recurring and prominent causes of disempowerment throughout the project and beyond.

The concept of intersectionality, coined by Kimberlé Crenshaw (1989-2020), emphasises how traditional social justice approaches often fail to account for the combined effects of multiple forms of inequality. In line with this, when individuals engage with the programme, we conduct a thorough evaluation through our Individual Learning Plan (ILP) to assess their specific circumstances. Based on this assessment, we design a tailored intervention package with clear, measurable outcomes to support each participant effectively.



Since many beneficiaries of this project face multiple challenges and may benefit from participating in several different sessions offered by Diversity House, we have organised the various sub-areas into clusters and themes. This classification acknowledges that individuals' unique circumstances often involve intersecting issues that cannot be effectively addressed by focusing on just one area. This approach ensures that diverse needs are recognised and addressed in an inclusive, holistic way.

Table 14: Classification of CWGIE Project Sub-Work Areas into Clusters and Themes

Cluster	Theme	Sub Work Areas
S u p p o r t & Access	Support Services and Access to Resources	Access to Community Services, Advocacy, Food & Household Items Donation, Enquiry, Drop-In
P e r s o n a l Development	S e l f - Empowerment & Life Skills	Personal Development, Self Esteem & Confidence, Life & Social Skills, Decision Making

Employment & Skills	Career & Employability	Employability, Career Advice, Vocational Skills (Cooking, Cleaning, Sewing), Training
Financial Skills	Budgeting & Financial Literacy	Budgeting, Business Development
Social & Community	Social Connections & Networking	Relationship Building, Socialising & Networking, Networking
Health & Well-being	Physical & Mental Well-being	Wellbeing, Mental Health Management, Cycling
Mentorship & Guidance	Coaching & Mentorship	Mentoring and Coaching, One 2 One Support
Empowerment Workshops	Skill-Building Workshops	Brief Motivational Intervention, Workshops, Leadership, Parenting Skills, Meeting
Volunteer Engagement	Community Involvement & Volunteering	Volunteering

Theme 1: Support Services and Access to Resources

This theme plays a vital role in the CWGIE project delivered by Diversity House in Year 2 by addressing the immediate and long-term needs of women and girls in the community. This area provides beneficiaries with essential information, guidance, and advocacy, helping them navigate complex systems to access necessary community resources. Support services encompass assistance with finding school placements, housing, healthcare registration, and

food and household item donations, ensuring that participants have the foundational support to improve their quality of life.

Through these services, Diversity House contributes to several key project outcomes, including enhancing confidence and motivation (Outcome 1) by helping individuals overcome initial barriers. This support also aligns with Outcome 4 (psychological well-being) by providing a safety net for women facing challenging circumstances. By offering pathways to vital resources, the project fosters social inclusion (Outcome 5) and empowers participants to engage more actively in their community, building resilience and self-sufficiency.

Access to Community Services and Advocacy

This is the cornerstone of the CWGIE project, significantly advancing its goals of empowerment, well-being, and social inclusion for women and girls. This service offers essential information, guidance, and advocacy, helping participants navigate and access services like healthcare, housing, education, and childcare—crucial for those facing language, cultural, or systemic barriers.

By connecting participants with these resources, the project fosters a sense of agency and confidence (Outcome 1) and supports participants' ability to make informed decisions for themselves and their families. This access also reduces isolation by connecting individuals to vital social networks, promoting inclusion and psychological well-being (Outcomes 4 and 5). Additionally, for many participants, access to these services is the first step toward building employability and economic independence (Outcome 2), as they become more integrated and equipped to engage within their communities.

Women and girls accounted for most engagement, with 1,652 attendances across 375 sessions and representing 258 unique participants. They contributed a substantial amount of time, totaling 6,116 hours and 17 minutes, with a cumulative activity length of 1,048 hours and 31 minutes. This high level of involvement reflects the project's success in reaching and engaging its primary target group. Men participated in 711 attendances across 259 sessions, with 132 unique individuals. They accumulated 2,655 hours and 17 minutes of activity time, with a total activity length of 821 hours and 21 minutes. This indicates a significant, yet

lower level of engagement compared to female participants while there were 204 attendances among 66 unique participants of unspecified gender, totaling 865 hours and 30 minutes, with an activity length of 362 hours. This group, though smaller, suggests inclusivity for those who may not wish to disclose their gender. See table below for details

Table 15: Access to Community Services

Gender	No of attendances	No of sessions	No of different people	People - hours	Total length of activity records
Female	1652	375	258	6116:17:00	1048:31:00
Male	711	259	132	2655:17:00	821:21:00
Unknown	204	92	66	865:30:00	362:00:00

Work Placement

The work placement initiative was instrumental in equipping women and girls with essential skills and confidence to enhance their employability. Throughout the reporting year, project participants received support to engage in various work placement opportunities. These placements were offered both within Diversity House and through partnerships with organisations such as Swale Council for Volunteer Services, East Kent Business Partnership, Swale Borough Council, The Sittingbourne School, and Westlands Secondary School.

The work placement programme has been designed to build self-esteem, confidence, self-worth, and job readiness among women and girls in the community.

Interestingly, data indicates that women aged 15-18 were the primary participants in work placements, followed closely by women aged 36-45. This challenges assumptions that work placements would primarily attract younger women, highlighting that many older women who have dedicated years to family care are now eager to re-enter the workforce and acquire new skills. Additionally, advancements in technology have displaced many women in retail positions, such as sales assistants and stockists, as automated systems increasingly replace

traditional roles. This shift underscores the importance of work placement programmes to help women re-skill and adapt to changing job market demands.

Work Placement Beneficiaries in DH Uniform with the C.E.O Christine Lock and Project Officers



Drop-In Support and Enquiries

The Centre’s drop-in support service provides community members with vital information, advice, guidance, and advocacy on various services. Assistance spans school placements, GP or dental registration, employment support, housing, and support in liaising with schools on behalf of children. The table below summarises the inquiries made by gender and inquiry type, reflecting the diverse needs addressed by the service.

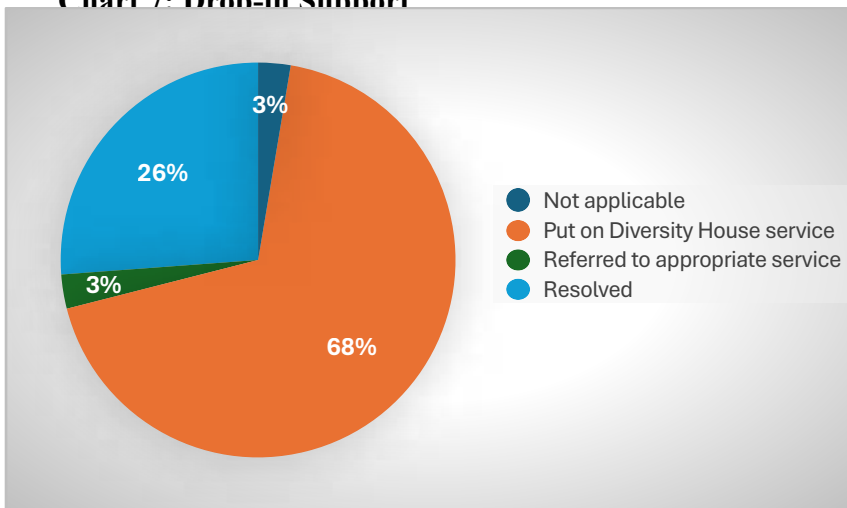
Table 16: Drop-in Support

For advice and drop in - nature of enquiry	Female	Male	Unknown	Total
Education advice	214	112	49	375
Employment advice	143	73	34	250
Housing advice	25	9		34

Other advice	244	128	67	439
Unknown	15	2	1	18

Notably, 78% of those who accessed the drop-in service were registered for ongoing programme services. Of the total cases, 26% were resolved, allowing service users to progress independently; 3% were referred to appropriate agencies for further support, and 3% chose to utilise the warm hub space for socialising. The chart below provides a statistical breakdown of these outcomes

Chart 7: Drop-in Support

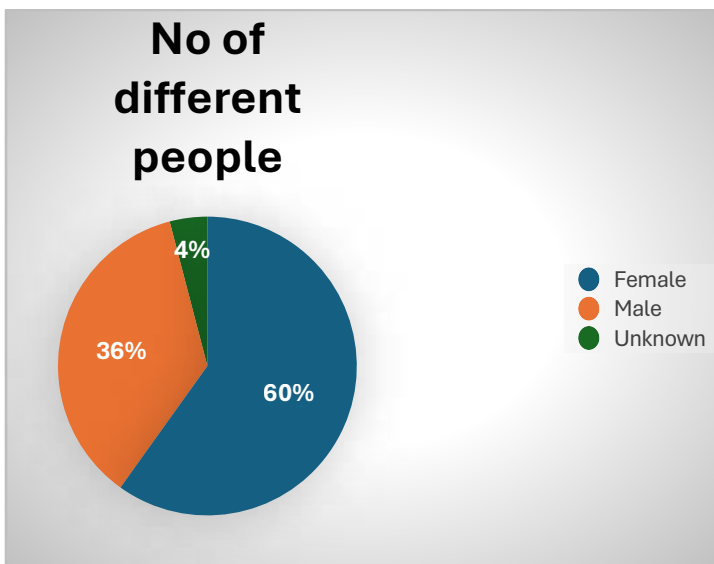


Food & Household Item Donations

The project effectively meets the immediate needs of beneficiaries by providing food and household items, thereby alleviating food insecurity and ensuring access to essential resources. A total of 172 beneficiaries were given different items, including multicultural foods, toiletries, clothing (adult and children), animal foods, household items, Sim cards, and vouchers, among others, during this reporting period. This support is critical for low-income families and those experiencing economic difficulties. Data reveals that 103 women and girls, 62 men, and 7 individuals of unknown gender benefited from these donations. As part of the Initiative of Diversity house, giving access to sufficient food and household supplies can significantly enhances mental health and overall well-being. When individuals are not burdened by the struggle to meet basic needs, they experience reduced stress and anxiety, creating a more supportive environment for personal growth and empowerment.

Furthermore, the donation programme fosters community engagement and solidarity. By facilitating the distribution of essential items, the project cultivates a sense of belonging and connection among beneficiaries, promoting social inclusion and alleviating feelings of isolation. The provision of food and household donations also serves as an incentive for individuals to engage in other activities and workshops offered by CWGIE. This holistic approach encourages participation in skills training and employability programmes, as well as other empowerment initiatives provided by Diversity House.

Chart 8: Food and Household Items Donation



Distributing Food bank Items



Theme 2: Self-Empowerment & Life Skills

This theme has been pivotal in the CWGIE project, helping women and girls build essential life skills, self-awareness, and personal agency. By addressing these areas, Diversity House empowers participants to take control of their personal and professional lives, fostering resilience and independence. Through various workshops, training sessions, and one-on-one coaching, the programme offers support in self-confidence, decision-making, effective communication, and emotional well-being. This aligns directly with key project outcomes focused on boosting confidence, enhancing psychological well-being, and promoting social inclusion.

Activities within this theme have included sessions on personal development, self-esteem and confidence, life and social skills, and decision-making. These sessions equip participants with essential tools to address everyday challenges while enhancing their employability and readiness for opportunities beyond the project. Participants reported feeling more empowered to pursue personal goals, establish stronger support networks, and engage in their communities with newfound confidence and skills. Overall, the Self-Empowerment & Life Skills theme is crucial to fulfilling the CWGIE project's mission of fostering sustainable empowerment and inclusive growth. Overall, 231 no of people

Table 17: Self-Empowerment & Life Skills

Gender	No of attendances	No of sessions	No of different people	People - hours	Total length of activity records
Female	1282	290	231	9165:36:00	772:48:00
Male	543	200	117	3802:48:00	586:07:00
Unknown	116	61	31	765:30:00	206:00:00

The table above indicates that the CWGIE project reached a diverse participant base across gender categories. Female participants accounted for 1,282 attendances across 290 sessions, with 231 unique individuals, contributing a total of 9,165 hours. Male participants engaged in 543 attendances across 200 sessions, with 117 unique individuals, totaling 3,802 hours. The

"unknown" gender category reflects 116 attendances from 31 participants, with a combined 765 hours.

Clip from one of many Workshops on Self-Empowerment & Life Skills Delivered by Diversity House



The Clip above is from one of many workshops held by diversity house on Self-Esteem and Confidence as it is vital to the CWGIE project's impact. Building self-worth helps women and girls feel empowered, which aligns with the project's core goals. Through tailored workshops and activities, Diversity House encourages participants to recognise their value. Boosted confidence helps them pursue personal goals, seek job opportunities, and engage in community life. This increased self-belief supports their journey toward independence and resilience. The project's focus on self-esteem directly strengthens participants' motivation to grow, creating lasting change and meeting the project's empowerment objectives.

Personal Development

This is a cornerstone of the CWGIE project, as it equips participants with critical skills and self-awareness to support long-term growth and self-empowerment. Through structured sessions, participants learn to set and pursue personal goals, recognise their strengths, and address areas for improvement. This focus on self-reflection and goal setting enhances confidence and resilience, key aspects of Outcomes 1 and 4, which centre on motivation, psychological well-being, and empowerment.

The personal development sessions also foster essential life skills such as decision-making and effective communication, which contribute directly to employability (Outcome 2). This targeted support provides participants with tools to navigate various challenges, empowering them to actively engage in their communities and pursue new opportunities. Overall, personal development sessions play an essential role in creating a foundation of self-confidence, growth, and independence that aligns with the CWGIE project’s overarching goal of fostering sustainable empowerment.

The data from lamplight reflects participation metrics for the CWGIE project by gender, capturing the extent of engagement across multiple dimensions such as attendance, sessions, unique participants, people-hours, and total activity length. Male participants attended 393 times over 153 sessions, with 89 unique individuals involved. This group contributed 1,289 hours and 37 minutes, with a total activity length of 459 hours and 7 minutes, while for those who did not specify their gender, there were 85 attendances across 41 sessions, involving 22 individuals. These participants accumulated 446 hours and 30 minutes, with a total activity record of 141 hours and 30 minutes.

Table 18: Personal Development

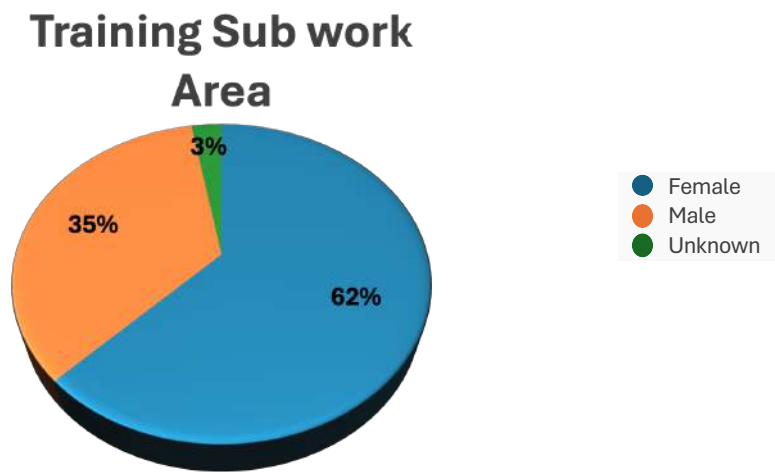
Gender	No of attendances	No of sessions	No of different people	People - hours	Total length of activity records
Female	916	215	198	3033:16:00	596:03:00
Male	393	153	89	1289:37:00	459:07:00

Unknown	85	41	22	446:30:00	141:30:00
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IT and Digital Inclusion Skills Sessions

The CWGIE project team at Diversity house offers an ongoing professional development in IT skills for personal development, maintaining industry relevancy and adaptability. The weekly IT and digital inclusion sessions build essential skills, enabling participants to access training from partners like Good Things Foundation. These sessions guide participants from basic to intermediate IT knowledge, including cyber security awareness. Beneficiaries also earn CPD certifications in IT, strengthening their portfolios and enhancing job readiness.

Chart 9: Training Beneficiaries



Engagement with Project Beneficiaries at the IT Sessions







Theme 3: Career & Employability

This theme is integral to the CWGIE project delivered by Diversity House, equipping participants with skills to enhance job readiness, economic stability, and personal empowerment. Key components include Employability Coaching, Career Advice, Vocational Skills Development (e.g., cooking, housekeeping, jewellery making, sewing), and Training Initiatives.

However, this theme enhanced by IT and digital inclusion, aligns with CWGIE's mission to provide women and girls with the confidence and skills for paid employment, entrepreneurship, and further education. By supporting career resilience and fostering a sense of agency, the CWGIE project paves the way for sustainable empowerment, financial independence, and social inclusion, helping participants achieve long-term success in both their personal and professional lives.

The data presents attendance and engagement metrics by gender for activities under the "Career & Employability" theme. A total of 207 unique women and girls participated in 198 sessions, with 757 attendances and a cumulative time of 5,467 hours and 57 minutes. For men, 108 unique participants engaged in 142 sessions, totalling 341 attendances and 2,365 hours and 11 minutes of participation. Additionally, there were 40 individuals of unspecified

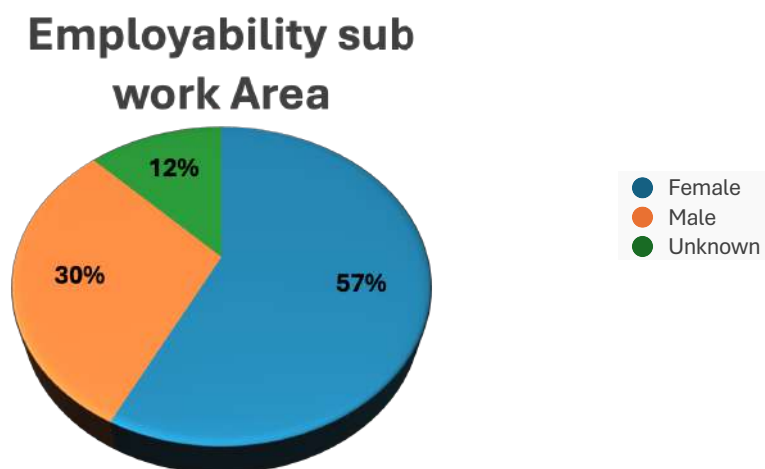
gender who took part in 32 sessions, with 95 attendances and a total engagement time of 762 hours and 26 minutes.

Table 19: Career & Employability

Gender	No of attendances	No of sessions	No of diff people	People - hours	Total length of activity records
Female	757	198	207	5467:57:00	497:44:00
Male	341	142	108	2365:11:00	390:24:00
Unknown	95	32	40	762:26:00	108:58:00

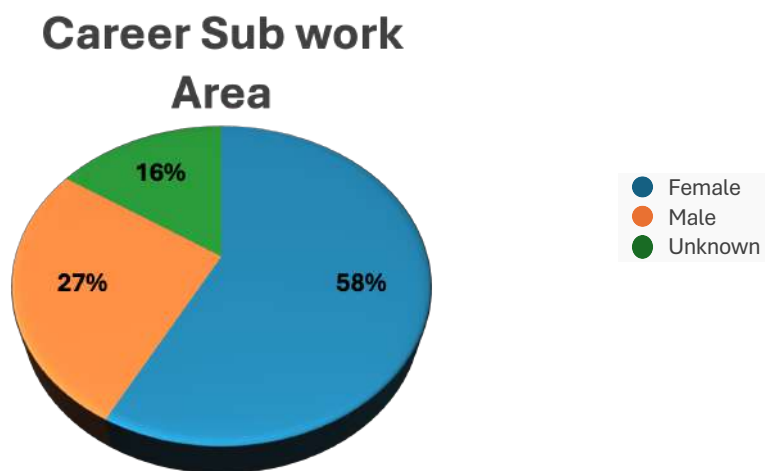
Employability Coaching offers practical job-seeking skills, resume assistance, and interview preparation, giving participants a competitive edge and bolstering confidence. Diversity House collaborates with local recruiters, like Twin group, providing training that connects beneficiaries to job opportunities, directly supporting Outcome 2 (employability) and Outcome 4 (psychological well-being).

Chart 10: Employability beneficiaries



Career Advice helps participants explore pathways aligned with their strengths and interests, empowering them to make informed career choices for greater satisfaction and stability. In addition to these activities, career fairs, hosted in collaboration with local organisations in Swale, Kent, and Medway, create awareness of diverse career options, building the participants' professional networks. Further support, through hands-on experiences such as work placements, volunteering, and networking opportunities, strengthens participants' industry connections and prepares them for sustainable employment.

Chart 11: Career Advice Beneficiaries



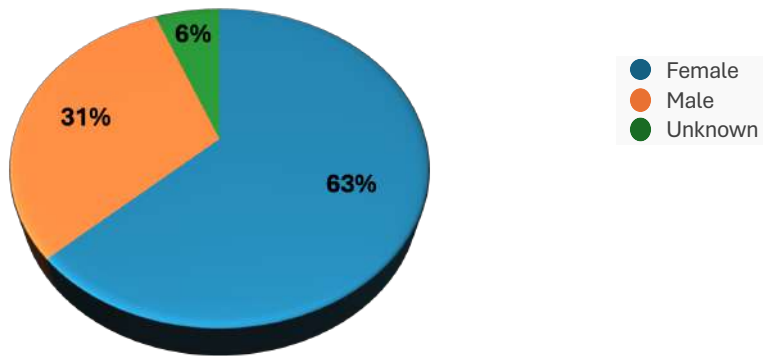
Job fair at Swallows Leisure Centre Sittingbourne



Vocational Skills Development (e.g., cooking, jewellery making, sewing, and housekeeping) provides marketable skills for employment or entrepreneurial ventures. Weekly workshops, like sewing classes, engage women and girls interested in this field, while cooking sessions focus on healthy eating, enhancing both vocational skills and personal well-being.

Chart 12: Vocational Skills Beneficiaries

Vocational Skills Sub work Area



Vocational Skills – Sewing

The team at CWGIE believe that a vocational job can be a good fit if you enjoy working with your hands and doing practical tasks. Learning about different vocational abilities assists you in choosing a relevant career path. This belief led us to create a state-of-the-art sewing studio with all modern tailoring equipment. Tailoring classes allow women and girls to learn skills above daily home or schoolwork. The picture shows some of the service users working with their sewing seamstress

Sewing session with Katie Dicey(teacher) and the project beneficiaries



Beneficiaries engaging with their sewing skills

An image from the health seminar on nutrition for project Beneficiaries.



Training session on choosing right ingredients.



Training session on cooking with healthy recipe.



Beneficiaries tasting food at the cooking class.



Vocational Skills - Jewellery Making

Jewellery-making skills open pathways for women to generate income, whether through entrepreneurship or employment in related fields, fostering financial independence. Learning and practicing these skills builds confidence, patience, and resilience, positively impacting mental well-being. Additionally, the process can also have therapeutic effects, helping to reduce stress and build fine motor skills.

However, engaging in group classes encourages collaboration, idea-sharing, and networking among women, helping them form supportive relationship and when women sell or showcase their creations, they bring attention to their unique contributions, strengthening community ties and cultural appreciation.

Short Clip from one of the sessions



Training Programmes, Networking and partnership Events

Diversity House offers a wide range of programmes, workshops, and services that foster understanding, collaboration, and social cohesion. Several workshops and training were conducted on CULTURAL PROFICIENCY, EDII, and BRIDGING GENERATIONAL GAPS which was delivered by Diversity House in collaboration with Swale CVS, NHS, KCRF and many others. The workshops focused on enhancing cultural competence, promoting equality and inclusion, and addressing generational differences in the workplace. The sessions were aimed to support employees across various sectors in becoming more culturally aware, inclusive, and adept at handling diversity in their respective workplaces.

Upon successfully completing the workshops, attendees were awarded CPD-certified certificates, signifying their enhanced understanding of the training. The CPD certification represents a significant achievement, reflecting participants' commitment to continuous professional development. This credential not only contributes to their personal growth but also enhances their career prospects, positioning them as valuable assets to their organisations

Visual Evidence

This session presents the Video and pictures of attendees, receiving the CPD certificate towards completing the workshop session delivered by Christine Locke [CEO Diversity House].





Clip from the workshop with the presenter and participants engagement on feedback.



The C.E.O Diversity House (Christine Locke) and C.E.O Swale CVS (Christ White)



Theme 4: Budgeting & Financial Literacy has been essential in supporting the CWGIE project's mission to empower women and girls with the tools for economic stability, self-sufficiency, and community engagement in the second year. This theme focuses on Budgeting

and Business Development to build participants' confidence in managing personal and business finances, fostering long-term resilience and independence.

Budgeting skills for financial stability delivered by the project team through tailored workshops in collaboration with Citizen's advice Swale on how to manage money, participants gained practical knowledge on budgeting, financial planning, and expense management. These skills directly support Outcome 2 (employability) and Outcome 4 (psychological well-being), as financial literacy can reduce stress and provide individuals with the confidence to manage their resources effectively. Budgeting sessions helped participants learn how to allocate funds, prioritise essential expenses, and set savings goals, promoting financial independence and personal empowerment. This financial literacy initiatives aimed to address knowledge gaps, especially among marginalised groups, fostering a ripple effect of economic stability within the community. By equipping women and girls with budgeting and business knowledge, the project contributes to Outcome 5 (social cohesion and community empowerment), as participants often share these skills with family and community members, spreading financial literacy and responsible financial practices.

Table 20: Budget Beneficiaries.

Gender	No of attendances	No of sessions	No of different people	People - hours
Female	33	7	27	91:30:00
Male	10	3	9	23:00
Unknown	1	1	1	02:30

Certificate awarded to beneficiaries by Citizen Advice Swale



Business Development for Economic Empowerment

within the CWGIE project contributes significantly to empowering women and girls by fostering economic independence and enhancing employability, aligning closely with the project's core outcomes. In the second year of the project, Diversity House prioritised business development as a pathway to empower participants with the skills, confidence, and resources needed to enter or excel in the workforce and potentially establish their own ventures.

Through a series of targeted workshops, the project offered participants practical training in business fundamentals, covering topics such as entrepreneurship, financial literacy,

marketing, and social media strategy. Many of these workshops were conducted in collaboration with experts, including life coaches, social media content creators, marketing coaches, and motivational speakers, allowing participants to gain insights into various aspects of business and self-promotion. These sessions encouraged self-belief and equipped participants with practical tools for personal and business growth, which contributed to Outcome 2 (enhancing employability and economic empowerment).

By focusing on business development, the CWGIE project not only improved participants' job prospects but also gave them the confidence to pursue entrepreneurial opportunities, thereby fostering resilience, financial independence, and long-term economic stability. This approach also contributes to Outcome 1 (building confidence and motivation) and Outcome 5 (promoting social inclusion), as participants gain a sense of purpose and agency, connecting with others in a supportive environment. Ultimately, the business development component of the CWGIE project promotes empowerment and positions women and girls to actively contribute to their communities and achieve economic self-sufficiency. In summary 110 women and girls participated in 64 sessions, 47 men participated in 54 sessions, while 34 unknown genders participated in 10 sessions. See details in the table below.

Table 21: Business Development Beneficiaries.

Gender	No of attendances	N of sessions	No of different people	People – hours
Female	285	64	110	1096:50:00
Male	116	54	47	429:24:00
Unknown	63	10	34	375:28:00

Clip from workshop



Theme 6: Physical and mental health

The project aims to promote women's and girls' psychological and physical health. Therefore, activities in year two of the project were geared towards giving beneficiaries health information promoting their healthy lifestyles, health beliefs and attitudes. The project team worked collaboratively with other partners and agencies. It delivered a series of activities, including wellbeing, mental health management, cycling, health checks, Counselling, healthy lifestyle and advice, walking, armchair yoga and Yoga, female genital mutilation advice and prevention. Overall, there were 1679 repeated attendances to these activities. See details in the table below

Gender	No of attendances	No of sessions	No of diff people	People - hours
Female	1167	273	208	5293:40:00
Male	397	172	107	1780:14:00
Unknown	114	60	34	450:02:00

Health Checks

The CWGIE project team, in partnership with representatives from the NHS and the ONEYOU team, provides essential health checks at the well-being centre twice a week (Tuesdays and Fridays). These checks are available to all beneficiaries, staff, volunteers, and service users from other projects. The health assessments include blood pressure, blood sugar, BMI, lifestyle evaluations, diabetes risk assessments, and oxygen saturation levels. Given the

challenges in accessing general practitioners (GPs) in Swale, this service is invaluable to the community.

Health Status Check



Coffee Mornings

To foster social connections and enhance emotional well-being, CWGIE hosts weekly coffee mornings at the centre. These gatherings offer a relaxed environment for people to socialise, share experiences, and enjoy tea or coffee together. Beneficiaries with pets, such as dogs and cats, are encouraged to bring their companions along, recognising that pets are often close friends and offer emotional support to their owners. This inclusive approach by the Diversity House project team underscores their commitment to making everyone feel valued and welcome.

Coffee morning session with Sittingbourne police



Collaboration with Mental health together Sittingbourne



Coffee morning with Sittingbourne Police Gary



Brief Motivational Intervention

The "Brief Motivational Intervention" (BMI) plays a critical role in advancing the CWGIE project's mission by fostering empowerment, enhancing psychological well-being, and supporting individuals in making positive life changes. During the project's second year, BMI sessions were strategically utilised to help participants, especially women and girls, set personal goals, overcome self-doubt, and develop motivation to pursue their aspirations.

In addition to BMI, several business workshops were held by Diversity House in collaboration with a range of expert speakers, including life coaches, motivational speakers, social media and content creators, and marketing coaches. These workshops were designed to bring out the best in participants, providing practical guidance on entrepreneurship, skill development, and navigating the business environment. The collaboration with diverse professionals enriched the sessions, allowing participants to gain valuable insights from various fields, which empowered them to explore economic opportunities and achieve financial independence.

Together, the BMI sessions and workshops form a robust support framework, equipping participants with the motivation, knowledge, and practical tools needed to succeed. This

approach aligns with Outcome 1 (improving confidence and motivation), Outcome 2 (enhancing employability and opportunities), and Outcome 4 (enhancing psychological well-being). By fostering self-confidence, resilience, and a sense of agency, the CWGIE project enables individuals to set and achieve meaningful goals, promoting personal and professional growth. This holistic support system contributes significantly to the project's core mission of empowering women and girls and promoting community inclusion.

Pic 1: Business workshop delivered by Diversity House in Collaboration with other speakers





Theme 8: Community Involvement & Volunteering

Community Involvement

The project team made a concerted effort to engage with the community. Positioned within the heart of the neighbourhood, the initiative offered easy access for residents to participate in activities and stay informed about available resources.

In addition, the Project Officer and volunteers conducted weekly outreach and frequently appeared on local radio stations in Sheerness and Sittingbourne to promote the project. Volunteers and staff distributed leaflets, posters, and other promotional materials to raise awareness of CWGIE's activities. The team also leveraged community events and festivals to publicise the project, recruit volunteers, and enrol beneficiaries.

Social media platforms and partner agency newsletters played a vital role in reaching a broader audience and recruiting participants for the project. This multi-channel approach

ensured CWGIE’s visibility and accessibility within the community. See table below for details

Table 21: Recruitment and Outreach

<u>How did person hear about Diversity House?</u>	<u>Number of different people</u>
Diversity House website	23
Facebook	35
Friend	9
Leaflet	85
Networking event	57
Newsletter	3
Newspaper	5
Other social media	16
Other website	2
Poster	14
Presentation	7
Radio	6
School	24
Twitter	5
Volunteer centre	117
Word of mouth	179
YouTube	3
Unknown	159

Volunteering Activities

Volunteering was instrumental in advancing the programme's goals, with 129 individuals contributing their time and skills during this reporting period—81 females, 43 males, and 5 individuals who preferred not to disclose their gender. The programme team recognises that, beyond supporting project operations, volunteering empowers individuals by offering opportunities for skill development, social engagement, career readiness, and mental well-

being. This holistic approach aligns with the project’s mission of fostering empowerment and inclusion for women and girls.

Volunteers played a crucial role in diverse activities, including staffing the health and well-being hub, organising events, supporting office tasks, performing cleaning and maintenance, creating social media content, and offering peer support. These contributions enriched the programme's delivery and enabled a broader impact across all areas of the project.

Table: Volunteering

Gender	No of attendances	No of sessions	No of different people
Female	207	37	81
Male	57	22	43
Unknown	63	7	5

Award of recognition presented to Diversity house as an outstanding organisation for her support to the community and voluntary sector



After School Club

The Youth club initiative contributes substantially to the CWGIE project by offering younger participants structured, supportive environments to build foundational skills essential for

personal and academic growth. These clubs, led by the Diversity House team, deliver targeted Youth Club sessions designed to empower young beneficiaries in various ways that align with the CWGIE project's objectives. The clubs provide regular sessions focused on academic assistance, where participants receive tutoring and guidance in study skills. This support enhances participants' confidence and capacity to perform academically, reinforcing CWGIE's goal to empower young women through educational support and practical learning.

Leadership and Collaboration Skills were conducted through structured workshops within the youth club sessions, participants are encouraged to build leadership qualities and learn effective teamwork strategies. These opportunities enable girls to take on responsibilities, express themselves confidently, and work collaboratively developing skills that are essential for both personal and community empowerment, which are core to CWGIE's objectives.

However, practical sessions on resilience-building, time management, and goal setting equip participants with crucial life skills that help them manage stress, set and pursue meaningful goals, and maintain a balanced approach to their activities. This not only supports their immediate personal growth but also aligns with CWGIE's focus on long-term empowerment, instilling habits and mindsets that support thriving.

By creating a consistent, supportive space for girls to connect with peers, the *youth club* foster a sense of community and belonging. Participants have the chance to enhance their social skills, develop meaningful friendships, and find a safe space for self-expression, contributing to CWGIE's goal of building psychological and social resilience.

In Year 2, *Youth Club* sessions reached a total of 80 unique participants, with 47 girls (ages 0-25), 30 boys, and 3 recorded as unknown gender. This impact data shows that the project team successfully met the Year 2 indicator metrics for Outcome 3, achieving meaningful engagement with girls through these empowering sessions

Table: Youth Club Beneficiaries

Gender	A g e Bracket	0-5	6-10	11-16	17-18	19-25
Female		2	2	11	7	25
Male		1	3	11	3	12

Unknown		1		2
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Sessions from the Youth Club class



Session from the Youth Club class



Visual Evidence from Training Conducted on Cultural competency with 3 younger generations representing the Youth Club Class



English for Speakers of Other Languages (ESOL) and Conversation Club

Language barriers often prevent women and girls from fully accessing community services, especially recent migrants from non-English-speaking countries. Many find it challenging to engage or participate in community activities upon arriving in the UK. Evidence highlights that over 55 different national languages are spoken in Swale, with some women from communities such as Chinese, Turkish, Asian, and Polish having lived in the area for years yet still struggling with English. This language gap restricts their ability to secure employment, support their children’s education, attend parent-teacher meetings, socialise within the community, and engage in local initiatives.

For some women from minority communities, the project team observed that English language instruction needed to start from the basics, even at the alphabet level. Such participants often do not meet the criteria for enrolment in traditional Adult Education programmes. In response, the project team launched and facilitated an ESOL (English for Speakers of Other Languages) and Conversation Club to help build essential language skills and confidence, preparing beneficiaries for future enrolment in Adult Education.

The images below showcase women and girls actively participating in and benefiting from the ESOL and Conversation Club.

Service users at an ESOL Class





Evaluation

Summary of the Evaluation Framework and Objectives for Year Two

The CWGIE project's monitoring and evaluation framework for Year Two is based on a **logic model** and **theory of change**, both established during the project's consultative and planning phases.

The project team employed a range of methods to monitor and evaluate both the process and impact of the project over the past year. These methods are categorised into **qualitative** and **quantitative** approaches. By using a mixed-methods approach, the team collected both complex numerical data (quantitative) and descriptive narratives (qualitative) from project beneficiaries and partners. This combination allows for a comprehensive evaluation, with quantitative data providing measurable results and qualitative data capturing personal experiences and changes that may not be easily quantified.

The table below outlines some of the key tools used to monitor and evaluate the project’s progress and impact during Year Two.

Outcomes Achieved

The evaluation indicates that the project successfully met its four key outcomes quantitatively. Additionally, beneficiary narratives, as detailed in the case studies below, reflect positive experiences and personal growth resulting from their involvement in the project. The following table summarises the project's outcomes quantitatively.

Table 22: Outcomes with Indicators achieved in Year Two

Outcome	Indicator and Yr 2 Target	T r a c k i n g Tools	Achieved	Comments
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<p>Outcome 1 - Improved confidence and motivation</p>	<p>245/350 (70%) of women and girls reporting increased motivation and confidence</p>	<p>ILP, Outcome S t a r ; questionnaires; c o m m e n t s h e e t s ; attendance and service user l o g ; participants observation; Lamplight database S y s t e m ; photovoice; self-esteem test, etc.</p>	<p>261 (74.6%)</p>	<p>Surpassed target, with m a n y participants reporting h i g h e r confidence in a c c e s s i n g resources.</p>
<p>Outcome 1 - Accessibility of resources</p>	<p>175/350 (50%) of women and girls reporting improved knowledge and use of local resources</p>		<p>185 (52.9%)</p>	<p>Increased engagement with local s u p p o r t systems was noted.</p>

<p>Outcome 2 - Employability and skills improvement</p>	<p>210/350 (60%) reporting employability or business skills</p>	<p>Attendance sheet; training evaluation form ; Lamplight Database; pre & post-test; one-to-one interviews; Case studies; Skills audit and action planning chart; work Star; learner's progress report, ILP, etc.</p>	<p>227 (64.8%)</p>	<p>Exceeded target, with high attendance in vocational workshops.</p>
<p>Outcome 2 - Educational/career pathways</p>	<p>175/350 (50%) reporting enhanced educational opportunities</p>		<p>190 (54.3%)</p>	<p>Effective partnerships with local businesses and educational institutions supported growth.</p>

Outcome 3 - Girls' participation in after-school/college clubs	35/350 (10%) of girls attending clubs	Attendance sheet, lamplight database system, pictures, certificates of achievements, etc	47 (14%)	Extra-curricular participation led to improved social skills among young girls.
Outcome 4 - Psychological well-being	175/350 (50%) reporting improvement in mental health and resilience	mentoring log; service user logs; pre & post-test; feedback form; significant change stories; Outcome Star; Walk and run chart; exercise activities chart; ILP, etc.	193 (55.1%)	Mental health initiatives positively impacted beneficiaries.
Outcome 4 - Physical well-being	175/350 (50%) reporting improved physical health		188 (53.7%)	Participants noted increased awareness of healthy habits.

Outcome 5 - Volunteering accessibility and social connectivity	245/350 (70%) reporting access to volunteering opportunities	Volunteering enrolment form ; volunteer timesheet, social skills pre & post screening; lamplight database	255 (72.9%)	Volunteering boosted community ties and social networks.
Outcome 5 - Reduced social isolation	175/350 (50%) reporting reduced isolation		184 (52.6%)	Events reduced social isolation and fostered community bonding.
Outcome 6 - Male allyship and understanding of women's issues	40/100 (40%) of men and boys reporting increased awareness	Number of participations in women's events , volunteering records , championing of gender issues; self-report ; lamplight etc	43 (43%)	Awareness initiatives for men were well - received.

Outcome 6 - Male role in advocacy	20/100 (20%) of men and boys actively supporting gender equality		22 (22%)	M a l e a d v o c a c y e v e n t s s h o w e d p r o m i s e f o r f u t u r e e n g a g e m e n t.
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Major Successes and Milestones Accomplished in Year Two of the CWGIE Project

In its second year, the CWGIE project achieved significant progress toward empowering women and girls in Swale.

6.key successes and milestones

High Participant Engagement and Reach: The project delivered a total of 483 sessions, with 3,016 attendances and 11,415 hours of engagement, benefiting 509 unique individuals. This reach exceeded initial targets and demonstrated sustained participant engagement across diverse age groups and backgrounds.

Expansion of Vocational and Skills Training Programmes: The project introduced and expanded workshops in digital literacy, entrepreneurship, financial literacy, and vocational skills. These initiatives responded to local job market demands and participants' needs, helping to improve employability and economic independence, particularly for those outside the labor market.

Psychological and Physical Well-Being Initiatives: Mental health support, resilience workshops, and well-being activities positively impacted beneficiaries, with 193 individuals reporting improved psychological well-being. Physical health sessions, including health checks in partnership with the NHS ONEYOU, were well-received, with 188 participants noting improvements in their lifestyle and resilience.

Increased Participation in After-School/College Clubs: Targeted after-school and youth club activities were highly effective, reaching 47 unique girls and fulfilling Outcome 3's engagement metrics. These sessions included academic support, leadership development, and practical life skills, fostering participants' social, academic, and personal growth.

Strengthened Community Engagement and Male Allyship: The project facilitated community forums, advocacy events, and targeted programmes for men, fostering greater understanding and support for gender equality. Male allyship saw progress, with 43 men reporting increased awareness of women's issues, contributing to Outcome 6's goals.

Improved Access to Volunteering and Reduced Social Isolation: Volunteering initiatives engaged 129 individuals and offered a platform for participants to gain experience, reduce isolation, and enhance social connectivity, meeting and exceeding the target set for Outcome 5.

Enhanced Monitoring and Data Collection: A robust evaluation framework was implemented, capturing quantitative and qualitative data to measure project impact. Tools like attendance logs, lamplight database system, surveys, and case studies provided insights into skill development, confidence, and empowerment outcomes.

CASE STUDIES AND TESTIMONIALS

Testimonials from some of the project beneficiaries are included after the quantitative statistics on the second-year results.

Testimonial One: Jennifer



Jen is 35 years old, joined us on April 2024. First day of her at Diversity House was challenging for her. She came with her support worker from NHS, was anxious, breathing fast, sweating, no eye contact, and does not talk enough. Her support worker reported to us that Jennifer is autistic, has ADHD, emotional and behavioural difficulties, and low self-esteem. They reported also that she was schizophrenic, had panic attacks and anger issues.

Diversity House staff were very professional, understanding and gentle in dealing with Jennifer. It is this is the type of approach and attitude that encouraged Jennifer to come next day by herself (no support worker). Since then, Jennifer attends Coffee Morning regularly. Coffee Morning is a wellbeing space where we practice meditation, mindfulness, gratitude, thought download, breathing exercise and other strategies that improves one's wellbeing. Jennifer has been advised by Dr. Zina Lehef (Life coach at DH) to practice breathing exercise daily until it become a lifestyle because it is proved to be helping her.

After some weeks of attending these classes and workshops, we noticed that Jennifer smiles more, does not breath fast, makes friends, engages in conversations in a nice way. She does not miss any of the sewing classes and workshops. She is very committed.

Remarkably, she started making initiatives and enrolling herself for different activities we run as we go. She independently decided to participate in the business workshops (picture) and Jewellery making workshop (picture).

Her self-confidence improved and this is shown in trying new things for the first time such as cycling, cooking classes.

Jennefer does crochet as a hobby. DH trained her to make it a business. She enrolled in our e-business programme "unlock your business potential: Antiques and more" (picture of the workshop). Now, she has an eBay account to sell her products. Jennifer now is a self-employed and a business owner. This is a huge achievement both at the economic and wellbeing level.

Testimonial two: Gilvane



Gilvane is 56 years old from Brazil. She is self-employed, sells antiques. She had different wellbeing issues such as chronic stress, loneliness, and low self-esteem and therefore came to Diversity House for help. During our assessment, we assigned her for coffee morning, social walks, cooking class, cycling, wellbeing workshops including managing anxiety and working one's self-esteem.

As a result of regularly attending these activities at DH, Gilvan's self-confidence increased, and socialisation improved. DH helped Gilvane with the process of having British Citizenship. Gilvane has the experience. She is a successful businesswoman in antiques. She wanted to teach others and this what she needed help with. DH provided her one-to-one support and group coaching skills. When we noticed that she is ready for teaching, we supported her to run a business programme (see the flyer below), which proved to be successful. Gilvane now is monitoring the sales progress of four of her students which are also our service users. She is also teaching the second cohort. Very impressive achievement.



Testimonial three: Kate



During the assessment period to know her needs, Kate was depressed, crying, stressed, burnout from work as a massage therapist. Her aim was to feel happy again, work but at same time enjoy life. As she said “she just used her hands all day, no talking, no socialising all. This made me so depressed.”

Kate needed mindset coaching, creating work and life balance, learning English, socialising, making friends, trainings, searching for a job, CV writing, Mock interviewing. To meet her needs, Kate attends regularly Coffee Morning, Sewing, ESOL, Cookery class, cycling

She also attends business workshop. She enrolled in trainings to improve her experience and skills in massage therapy. She has made a number of friends, Jennifer is one of her good friends. Kate sent us this email:

“I have been focused on various interviews lately. Not all were successful as high standards of language proficiency, and some special qualifications did not allow me to go further. I have just been informed that I have been hired and at the moment I will be undergoing training, I have also taken driving lessons and on Fridays I have ESOL at the Adult College. Thank you very much for your attention and the time I spent with you at Diversity House. I will keep coming” (kate, October 2024).

We intentionally did not correct this email because we want to highlight that this email actually shows that Kate improved her language skills dramatically compared to when she first joined us in January 2024 when she could not say a complete sentence. Her regular attendance of our ESOL class empowered her. Her self-confidence and Aspiration are manifested in this email. This is exactly what we coach on in our Coffee Morning/ wellbeing space. From reading this email, we can also learn that Kate is now a perseverant person. Even though she had some unsuccessful interviews, she kept trying and now she is hired. Fantastic achievement that she has that mindset of on-going learning by enrolling in Kent Adult College.



Testimonial four: Patience



Patience was referred to us by one of our volunteers 10 years ago. She started coming regularly to our centre 3 years ago before Covid.

When she first joined us, she could not read and write in English. Her communication skills were very limited. She cannot even answer a call. Because she does not live far from

Diversity House, she used to run from her house to us to answer the phone for her. Diversity House staff used to represent her at her children's school. She was totally dependent on job centre and church. All this demonstrates her level of dependency and low self-esteem. During Covid, we gave her laptop, but she could never use it. Then, we enrolled her for Digital Inclusion class. This is her teacher's observation of her progress.

“In my initial assessment of Patience's skills, I could see that she has very limited knowledge of computing in general, she was unfamiliar with the keyboard and its functionality. During our first session, we went through the keyboard and the various symbols and explained each element, as well, as basic hand placement. Once she felt comfortable with this premise we then began to focus on learning the placement of the various keys and practicing her typing. I set her up with an online tool that assessed words per minute, accuracy, errors, and keys per second. Patience has now been attending my sessions for several months and is making progress with her typing so I thought it would be beneficial to finetune her motor skills with the mouse. I have created various exercises and clicking activities for her to become more comfortable. There are about 20 activities for each individual to complete and ideally should finish them within 10 minutes. Patience is still trying to master her mouse skills and usually finishes around the 14-minute mark. We will continue to work on this” (Sean, IT teacher, April 2024).

Because of the help of Diversity House, patience's life improved in many ways. She passed life in the UK test and got her British citizenship last year. Now, she represents herself at schools. Her self-esteem, confidence and aspiration have grown. This is shown in starting her own business “Patience Kitchen” at home. She is receiving orders regularly. Patience's business now is growing, and she is having a stall in the marketplace to sell her food. Brilliant achievement.

Concerning education, patience attended Kent Adult Education for functional skills, she has level 2 food and hygiene certificate. She regularly attends ESOL class, sewing, Digital Inclusion at Diversity House. She is our volunteer and involved in all our activities.



7.Comparative Analysis with Year one

In Year Two, the CWGIE project saw increased engagement in foundational support services, practical skills training, and personal development, reflecting a shift towards meeting immediate participant needs. Key areas with notable growth included ADMIN / Drop-In, IAG (Information, Advice, and Guidance), One-to-One Support, Life & Social Skills, Self Esteem & Confidence, and Employability. These increases highlight a focus on empowering participants through accessible resources, personalized support, and job-readiness skills.

Conversely, participation decreased in specialized areas like Advocacy, Budgeting, Leadership, and Networking, suggesting a strategic refocus on high-impact programs that address immediate economic and mental health needs. Core services like Access to Community Services, Food & Household Items Donation, and Volunteering remained stable, indicating ongoing demand for essential support.

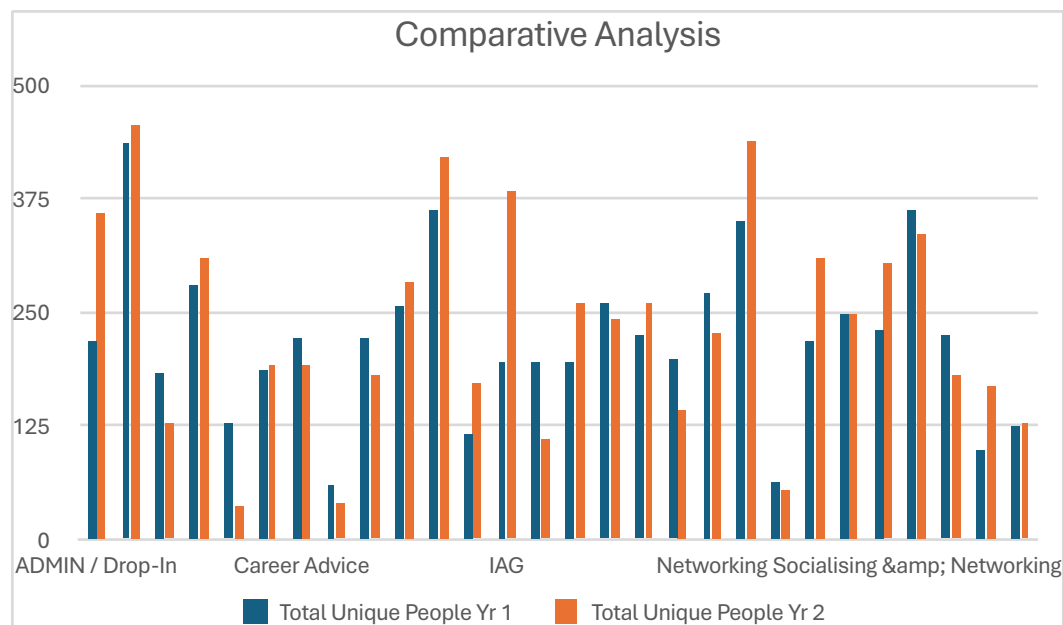
Overall, Year Two’s engagement trends show CWGIE’s adaptive approach, prioritizing accessible support, psychological resilience, and practical skills to enhance participants' self-sufficiency and empowerment.

Table 23: Comparative data for year 1 and year 2 Sub work area

Sub work area	T o t a l U n i q u e P e o p l e Y r 1	T o t a l U n i q u e P e o p l e Y r 2
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ADMIN / Drop-In	220	359
Access to Community Services	436	456
Advocacy	185	127
Brief Motivational Intervention	281	311
Budgeting	127	37
Business Development	186	191
Career Advice	222	192
Cycling	60	41
Decision Making	223	181
Employability	256	282
Enquiry	364	420
Food & Household Items donation	115	172
IAG	195	383
Leadership	194	109
Life & Social Skills	194	259
Meeting	261	242
Mental health Management	226	260
Mentoring and Coaching	197	142
Networking	273	228
One 2 one support	351	440
Parenting Skills	64	55
Personal Development	219	309
Relationship Building	248	249
Self Esteem & Confidence	230	304
Socialising & Networking	362	336
Training	224	181
Vocational Skills (Cooking, Cleaning, Sewing)	98	168
Volunteering	125	129

Chart 13: Comparative trend between year 1 and year 2



8. Stakeholder Feedback

Throughout Year Two, valuable feedback from stakeholders, partners, and participants guided CWGIE’s development and operational adjustments. Here’s a summary of key insights and how they influenced project decisions:

Feedback on Accessibility and Program Reach

- **Insight:** Stakeholders highlighted the need for greater accessibility, especially for rural participants who faced transportation barriers.
- **Response:** CWGIE introduced community-based sessions in satellite locations to bring services closer to rural areas, making programs more accessible and better reaching underserved populations.

Emphasis on Mental Health and Resilience Training

- **Insight:** Participants and partners noted the increasing demand for mental health support and resilience workshops.

- **Response:** CWGIE expanded mental health services by collaborating with local health organizations to provide more comprehensive support. Facilitators also received mental health first aid training to better address participants' needs.

Interest in Vocational and Practical Skills Training

- **Insight:** Feedback indicated a strong interest in practical, job-ready skills, such as vocational training and digital literacy, as participants sought to improve employability.
- **Response:** CWGIE increased the number of vocational skills sessions (e.g., cooking, cleaning, sewing) and employability workshops, with a focus on economic empowerment and job market relevance.

Desire for Individualized Support

- **Insight:** Participants appreciated one-on-one support and guidance, highlighting its impact on their personal development and self-confidence.
- **Response:** The project prioritized one-to-one sessions and created Individual Learning Plans (ILPs) to tailor support based on each participant's unique goals, resulting in more personalized interventions.

9.Engagement Challenges in Male Allyship Programs

- **Insight:** Stakeholders noted that male engagement in gender equality sessions could be improved.
- **Response:** CWGIE refined its outreach to male audiences by using tailored messaging and relatable testimonials, increasing men's awareness of gender equality issues.

Influence of Feedback on Project Adjustments

Stakeholder feedback led CWGIE to expand accessibility through community-based sessions, enhance mental health resources, and emphasize vocational skills and personalized support. These adjustments enabled the project to better meet participant needs and align more closely with its empowerment objectives for Year Two.

10. Next Steps for Year Three

Building on the successes and insights from Year Two, CWGIE's final year will focus on sustaining impact, expanding successful initiatives, and refining areas that require improvement.

key objectives and anticipated adjustments for Year Three:

1. Enhanced Community-Based Accessibility

- **Objective:** Continue expanding community-based satellite sessions in rural areas to further improve accessibility for participants facing transportation challenges.
- **Anticipated Adjustment:** Increase partnerships with local community centres and libraries to provide session spaces, ensuring that services reach participants in underserved regions.

2. Deepened Mental Health and Resilience Support

- **Objective:** Further scale mental health workshops, resilience training, and support groups in response to high demand, making psychological well-being a core focus.
- **Anticipated Adjustment:** Strengthen collaboration with mental health organizations to add specialized support, including access to counselling and peer support, ensuring participants receive holistic and accessible mental health care.

3. Expansion of Vocational and Employability Skills Training

- **Objective:** Broaden the vocational training and employability workshops to meet participants' needs for practical skills and economic empowerment.
- **Anticipated Adjustment:** Add new vocational programs based on participant interest (e.g., digital skills, entrepreneurship), enhance collaboration with local businesses for job placements, and explore certifications that validate participants' new skills.

4. Focus on Personalised Development Plans

- **Objective:** Refine Individual Learning Plans (ILPs) for each participant to track personal goals and growth throughout Year Three.
- **Anticipated Adjustment:** Increase the frequency of one-on-one sessions to assess progress, tailor interventions, and support participants in setting achievable, long-term objectives that extend beyond the project's timeline.

5. Increased Male Allyship and Community Engagement

- **Objective:** Strengthen male participation in gender equality programs and expand community engagement events to foster an inclusive environment for empowerment.
- **Anticipated Adjustment:** Implement targeted outreach campaigns for men using relatable testimonials and success stories, while adding workshops on community involvement to promote active support for gender equality.

6. Comprehensive Project Impact Evaluation

- **Objective:** Conduct an in-depth evaluation to measure the project's overall impact, sustainability, and success in meeting empowerment objectives.
- **Anticipated Adjustment:** Enhance data collection and analysis through participant surveys, case studies, and feedback forms, ensuring a clear assessment of program outcomes and areas for post-project support.

11. Conclusion

Year Two of the CWGIE project has been pivotal in advancing the mission of empowering women and girls within Swale. Key takeaways highlight substantial achievements across community accessibility, mental health support, vocational training, and personalised development, all of which reflect CWGIE's adaptive approach to participant need. These accomplishments have solidified CWGIE's impact and positioned the project on a strong trajectory toward its final year. With the insights gained from Year Two, the project is set to achieve its goals by continuing to address core participant needs, fostering self-sufficiency, and empowering a resilient community. Year Three will build upon these foundations, paving the way for lasting, positive change beyond the project's completion.

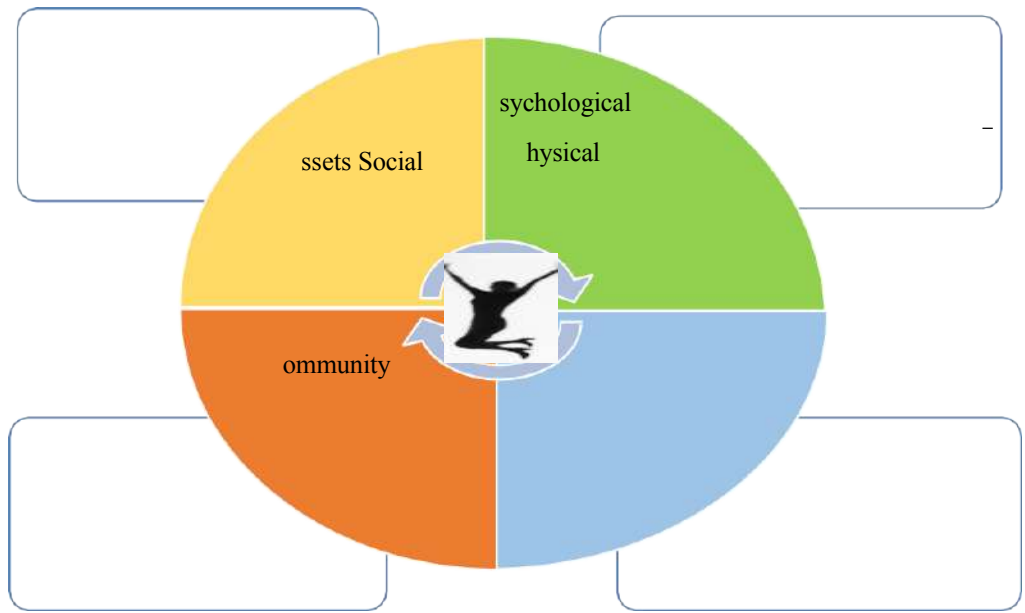
Appendices

Appendix 1. Intersectionality Framework for CWGIE




Appendix 2: The Vision & Theory of Change for CWGIE

Fig 2. The Vision & theory of change for the CWGIE Project




Appendix 3. Timetable


MONDAY				TUESDAY			
DIGITAL CAFÉ	TRAINING CENTRE	LIBRARY ROOM	SEWING STUDIO	DIGITAL CAFÉ	TRAINING CENTRE	LIBRARY ROOM	SEWING STUDIO
	COFFEE MORNING 9.30am-11.30am	ARMCHAIR EXERCISE 9am - 10am		ESSENTIAL IT SKILLS 10am -12pm	EAT SMART MOVE SMART 10am -12pm	BUILDING RESILIENCE WORKSHOP	SEWING CLASS 10am to 1.30pm
INTERNET & DIGITAL SKILLS 2pm - 4pm	WARM HUB 9.30am - 12pm	MENTORING DROP-IN 12pm - 4pm		BUSINESS SKILLS 2pm-3pm	SELF-ESTEEM & CONFIDENCE WORKSHOP	MENTORING DROP-IN 10.30am-11.30am	
BUSINESS SKILLS 2.30pm - 3.30pm	CAREER ADVICE 1pm - 2pm	GROUP/INDIVIDUAL STUDY 2pm - 4.30pm		CITIZENSHIP CLASS 3.30pm-4.50pm	"ON THE SOFA"	MAKING OF A CHAMPION WORKSHOP	
WEDNESDAY				THURSDAY			
DIGITAL CAFÉ	TRAINING CENTRE	LIBRARY ROOM	SEWING STUDIO	DIGITAL CAFÉ	TRAINING CENTRE	LIBRARY ROOM	SEWING STUDIO
	YOGA CLASS 9.30am - 10.30am	SKILLS DEVELOPMENT CLASS 12pm -1pm		WOMEN EMPOWERMENT WORKSHOP	BUSINESS SKILLS 10am - 11.30am	COFFEE MORNING 9am - 10am	
DEALING WITH ANXIETY WORKSHOP	CITIZENSHIP CLASS 10.30am - 11.30am	MENTORING DROP-IN 3pm - 4pm		MENTAL HEALTH & STIGMA WORKSHOP	ECONOMICS CLASS 1pm-2pm	CAREER ADVICE 12pm -1pm	
	HEALTH CLASS 1pm - 4pm	HEALTHY & STRONG RELATIONSHIPS WORKSHOP			ONE TO ONE SUPPORT & ADVICE	WORKPLACE COACHING 2.30pm -3.30pm	
FRIDAY							
DIGITAL CAFÉ	TRAINING CENTRE	LIBRARY ROOM	SEWING STUDIO				
BUSINESS SKILLS CLASS 9am -10.30am	YOGA CLASS 9.30am - 10.30am	ESOL CLASS 10am -12pm	SEWING BOX CAFE 10am - 4pm LAST FRIDAY OF THE MONTH				
UPSKILLING CLASS 10.45am - 12.15pm	LITERACY CLASS 10am - 11.30am	LIFE & SOCIAL SKILLS CLASS 12.45pm - 2.15pm					
	COOKERY SESSION 10am - 12.30pm	EMPLOYABILITY CLASS 2.30pm - 3.45pm					
CYBER SECURITY WORKSHOP	PRESENTATION SKILLS CLASS 1.45pm - 3pm	ASSERTIVENESS & SELF CONFIDENCE WORKSHOP					
MENTORING DROP-IN 4pm - 5pm		NETWORKING & OPEN HOUSE GUEST SPEAKER					




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