

Deaf Achieve 2 Project
Independent Evaluation
February 2018

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Money Saved. Quality Assured.





Royal Association for Deaf people
www.royaldeaf.org.uk

Deaf Achieve 2 Project Independent Evaluation

February 2018

Funded by
The Big Lottery Fund

Commissioned by
Royal Association for Deaf People (RAD)

Delivered by
Wider Impact Consultancy Limited

widerimpact



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1.0 Executive Summary

1.1 Introduction

Wider Impact Consultancy has been commissioned by the **Royal Association for Deaf People (RAD)** to carry out an independent evaluation of the Big Lottery funded **Deaf Achieve 2 Project (The Project)**, which has aimed to achieve the following outcomes:

1. Deaf people who are some distance from the workplace will become more employable by learning skills and attending job clubs.
2. Deaf people who are isolated (e.g. young, black minority, ethnic refugees (BME), new parents) will have more opportunities to socialise and make friends.
3. Deaf people will have better access to health information and use it to make healthier choices in their lives.
4. Deaf people will be more independent: able to travel, manage money, and choose how they live.

1.2 About the Project

The **Deaf Achieve 2 Project** is a development of a previous Big Lottery funded project, **Deaf Achieve**, and primarily works with Deaf people based in **Essex, London and Suffolk**. The Project generally focuses on one-to-one support and small group working, helping Deaf people to improve their **health, independence and employability**. Activities involve:

- **One-to-one support** – working with each participant to identify individual needs and goals to shape the topics of group sessions and workshops.
- **Workshops** – on a variety of themes:
 - **Health**
 - **Rights**
 - **Parenting**
 - **Skills**
 - **Employment**

Significantly, those taking part have been encouraged to share experiences alongside ideas and tips, all the while offering each other elements of peer support and building friendships with one another along the way.

1.3 Evaluation Terms of Reference

In addition to independently researching and reporting on the achievement of Project outcomes, further objectives agreed with the commissioner have been to:

1. Identify and highlight good practice from which other organisations, similar projects and initiatives can learn from.
2. Deliver recommendations linked to the future direction of the Project.

1.4 Methodology

A methodical approach has been adopted, which has included:

- **Desk / Quantitative research –**
 - To gain an understanding of internal data and information that relates to the Project's performance and future, including the achievement of outcomes and related performance indicators
- **Field / Qualitative research –**
 - Has been intensive, and has included one-to-one meetings, interviews with Project staff and other key stakeholders / partner agency members
 - Opportunities have also been taken to utilise bespoke questionnaires aimed at partner agency members, internal workshops, case studies, observational studies and the use of photographs

1.5 Findings

There can be no doubt that the Project has been a success in terms of its achievement of the outcomes agreed with the Big Lottery. This is supported by quantitative evidence that includes Project indicators agreed with the Big Lottery having on the whole been met, and, in a number of cases impressively surpassed. In terms of qualitative evidence there is likewise strong supporting evidence that Project objectives have been achieved.

1.6 Good Practice

In no particular order, the following good practice is noted:

- RAD's delivery model and vast experience in providing support and services that Deaf people **want** and **need**, which includes all front line workers being fluent in sign language
- RAD's wide ranging 'offer' to Deaf people
- Linked to RAD's vast experience and knowledge coupled with impressive research carried out by RAD prior to Project implementation, they have established a clear and unambiguous 'need' for the Project

- Good practice and lessons learned from successfully delivering the previous Big Lottery funded *Deaf Achieve Project*
- Realistic and appropriate Project outcomes agreed with the Big Lottery
- A flexible approach, supported by highly competent Project Managers with an ‘hands on’ understanding of the value of learning from and adapting to ‘on the ground’ feedback from service users and circumstances as they occur
- Multi-Agency links, with positive examples of multi-agency partnership working / two way referrals
- Innovative Job Clubs, workshops and initiatives, delivering what service users need and value
- Positive evidence of the delivery of an inclusive Project, regardless of characteristics such as gender, ethnicity or age of service users
- Positive evidence of reaching those most in need of the Project, such as those who are unemployed
- Friendly, supportive, committed, caring, highly experienced and trained RAD staff, workshop leads and support staff, who have a clear and empathetic understanding of Deaf peoples’ needs, challenges and aspirations
- Excellent and innovative use of accessible and cost effective local community based locations such as local libraries to deliver Project activities

1.7 Recommendations

Based on research findings the following recommendations are tendered:

1. Building on service user, partner agency and Project Managers’ feedback and findings highlighted in this report, **RAD** should continue to utilise its vast experience alongside excellent in-house skills to understand, monitor and offer feedback on ‘what works’ in relation to meeting the ever changing needs and demands of Deaf people.
2. Building on the success of the Project, and demands from service users, consideration should be given to the continuation of the model of providing bespoke support to Deaf people in areas associated with health, well-being, employability and general ‘life skills’.
3. Such support should continue to be aimed at small groups and be delivered in local communities; in venues such as local libraries and other easily accessible meeting places.
4. Opportunities should be taken to share the successes of the Project, with an emphasis on:

- a. Congratulating and thanking Project staff, support staff, volunteers, workshop contributors, partner agency members and service users for a '*job well done*' in relation to the successful delivery of Project outcomes;
- b. Sharing Project achievements and good practice with other organisations, projects and initiatives at local, regional and national levels.

1.8 Conclusions

It is always a pleasure to report on such a successful and impressive project. It is apparent that a number of factors have contributed to the success of this Project, including the expertise and experience of **RAD** to develop and deliver such innovative and much needed projects, careful and thorough research during the conception phase of this Project, early and on-going consultation with key stakeholders and appropriate, well thought out Project outcomes, supported by realistic and challenging indicators of success.

There can be no doubt that **RAD** has delivered what Deaf people need and value. Credit for which should be attributed to the two passionate and caring Project Managers for their invaluable roles as they have displayed impressive empathy and clearly understand the needs and aspirations of Deaf people using these services. Special note, of course, should be made of the involvement of service users, who have been confident enough to provide feedback and important information which has helped to shape and update delivery throughout the life of the Project.

In conclusion, opportunity is taken to thank service users, Project staff, multi-agency partners and all those involved in the delivery of this report for their knowledge and valuable time.

2.0 Terms of Reference

2.1 Introduction

The key objective of this commission has been to independently evaluate the Big Lottery funded Royal Association for Deaf People (RAD) Deaf Achieve 2 Project (**The Project**).

Linked to the achievement of Project indicators (see **Section 5.3**), Project achievements will be measured on the delivery of the following outcomes:

1. Deaf people who are some distance from the workplace will become more employable by learning skills and attending job clubs.
2. Deaf people who are isolated (e.g. young, black minority, ethnic refuges (BMER), new parents) will have more opportunities to socialise and make friends.
3. Deaf people will have better access to health information and use it to make healthier choices in their lives.
4. Deaf people will be more independent: able to travel, manage money, and choose how they live.

Further objectives are to:

1. Identify and highlight good practice, from which other organisations, similar projects and initiatives can learn from.
2. Deliver recommendations linked to the future direction of the Project.

3.0 Methodology

3.1 Introduction

As highlighted at **Figure 1**, we have taken a systematic approach to this commission.

Figure 1



3.2 Quantitative (Desk) Research

Opportunity has been taken to access, analyse and take due note of reports and documents, which have included:

- The original Big Lottery Fund application form
- Big Lottery Fund Project funding offer letter
- Project monitoring reports submitted to the Big Lottery fund
- Project data, internal evaluation / service user feedback, photographs

3.3 Qualitative (Field) Research

Field research has been detailed and varied and has included:

- One to one meetings / interviews / feedback reports with:
 - RAD Managers
 - Project staff
 - Workshop delivers
 - Delivery staff / volunteers
 - Partner agency members
 - Service users
- **5** case studies
- Bespoke Wider Impact questionnaires aimed at service users and partner agency members (see **Appendices C & D**)

- The delivery of 2 service user workshops – London / Chelmsford
- Observations / attending workshops and training sessions in London / Chelmsford
- Photographic evidence

3.4 Questionnaire Distribution and Analyses

As highlighted above Wider Impact has designed two bespoke questionnaires:

- **Service user questionnaire (Appendix C)**
 - Distributed to as many service users as was considered feasible by Project staff
 - Completed questionnaires forwarded to Wider Impact for independent analysis and presentation of findings
- **Partner agency questionnaire (Appendix D)**
 - Emailed by Wider Impact to partner agency members from a list provided by Project staff
 - Completed questionnaires were emailed by respondents directly to Wider Impact for independent analysis and presentation of findings

4.0 Background Information

4.1 Introduction

Established in 1841, the **Royal Association for Deaf (RAD)** was incorporated in its current form in 2000. The organisation works mainly with Deaf people, such as those who have been deaf since birth or before acquiring language and whose first or preferred language is British Sign Language (BSL). **RAD** comprehends deafness as a language, a culture and an identity as well as a disability.

4.2 RAD's Model

RAD's model is to provide services which Deaf people want and need, directly in BSL: all front line workers are fluent in sign language, and a high proportion are Deaf themselves. All **RAD** staff are required to learn BSL to Level 2 (equivalent to GCSE A-C). **RAD** follows the social model of disability (compared with the medical model) and this involves reflecting on the barriers society imposes and how these can be tackled or removed.

RAD's experience in working with Deaf people ensures that all services are accessible. For example, in group work / workshops there is an understanding of the need for relatively small groups to enable everyone to participate, and to allow more time as people use vision both to 'hear' and to access written material or presentations. **RAD** works with trainers who are Deaf aware, e.g. a IT trainer who doesn't expect learners to watch their screens and instructions in sign language simultaneously, and interpreters are provide where needed.

4.3 Services

RAD's services include Information; Advice & Guidance; Advocacy; Children & Families; Youth & Transition; Employment & Skills; Social Care & Community Support; Interpreting & Communication Services; and Community Development.

4.4 Areas of Operation

The organisation works face-to-face with Deaf people in London, East and South-East England. It also delivers national projects, either in partnership with other regional Deaf Associations, or increasingly via new technology, e.g. video interpreting.

4.5 Partnership Working

Partnerships are constantly being built and developed with a host of other organisations, with innovative, multi-agency collaborations, that include for example Social Services and other organisations to widen opportunities. RAD is funded to provide advice services at **City Lit** (<https://www.citylit.ac.uk/>). The partnership with City Lit allows the organisation to test and deliver services to measure the need, which then supports RAD to provide evidence of need when seeking funding.

RAD may jointly apply for funding after developing other partnerships, mainly to deliver specialist services. As an example, RAD often support **Citizens Advice Bureau** (CAB) to apply for funding which RAD receives an allocation, allowing the organisation to provide IAG support in first language from their premises.

4.6 'Need' for the Project

Research carried out by RAD to establish need for Big Lottery Project funding is summarised under the following headings:

Employment - various studies have shown that people who are deaf or hard of hearing are between two and four times more likely to be unemployed. Of those who do work, they are more likely to be in low skilled jobs as many employers are not aware of how to make adjustments to enable Deaf people to make advancements in the workplace through small changes to working practice, technology and support provided by Access to Work.

Similarly, Deaf people are often unaware of how barriers to work can be overcome. This has increased in the last two decades, partly due to "mainstreaming", as less Deaf children attend specialist schools with peers, teachers and role models supporting to develop their Deaf identity, confidence and learn techniques to interact with the hearing world. 90% of Deaf children are born into hearing families who also lack this knowledge.

Health - recent research by SignHealth has found that Deaf people's health is significantly poorer than the general population, with the presence of untreated conditions and precursors. For example, they were 4 times more likely to have high blood sugar than hearing people.

70% of Deaf people who hadn't seen a GP lately had wanted to go but had not, due to communication barriers. Access to information is also blocked: of 900 health information videos on the NHS Choices website, only 10 (i.e. **1%**) had sign language versions available.

Consultations - initial consultation for the Big Lottery Stage 1 application with **33** Deaf people showed that respondents wanted:

- Health and wellbeing information – **67%**
- Employment – **51%**
- First aid – **48%**
- Food hygiene – **48%**
- Understanding of British culture – **48%**
- Basic maths – **45%**
- British Sign Language (BSL) – **42%**
- Confidence building – **42%**
- Basic English – **39%**
- Travel training – **33%**

Existing services - there are small projects and schemes that address some of the issues isolated Deaf people are facing - for example, *Deaf Apprentice* helps young people into apprenticeships. However, they are often very localised (e.g. one London borough) and not able to address the multiple barriers Deaf people experience. For example, someone may need to address health issues before they are ready to look for work, develop confidence, or improve their understanding of finances and budgeting and before they are ready to live independently. In addition, **RAD** has learned from *Deaf Achieve* that participants can learn about something, but often need support to progress in the real world when they run into obstacles.

Learning & Skills Improvement Service (LSIS), 2011 - 'For many pre-lingual deaf people, and those born deaf, English is their second language; British Sign Language being their first. However, unlike others who do not have English as their first language, pre-lingual deaf people are physically unable to learn English the way a German or French native speaker learns English.'

RADs Experience and Knowledge

RAD's strategic plan for 2012-2017 includes '*Get more Deaf people into work and provide first class Advocacy and Information Services for Deaf people.*' There is growing evidence that people who work (including part-time and voluntary work) are happier and have more self-esteem than those who do not. However, **RAD** has also seen that initiatives such as the *Work Programme* do not serve the needs of clients who are 'hard to help', including those with disabilities; they are likely to be 'parked' while providers concentrate on those who are nearing a work-ready status, so that they can claim payment by results.

RAD is seeing the first wave of Deaf people coming off the *Work Programme* or *Work Choice*, where they have made little or no progress in two years.

They cannot be immersed in the language around them for they cannot hear it. In addition, since British Sign Language is entirely visual, Deaf people do not have a written or spoken language on which to base their second language learning.'

It is **RAD's** experience that the best way for Deaf people to learn is in small groups. British Sign Language lends itself best to concrete forms of expression (rather than abstract) - information is understood better when broken down into examples, and when participants have the opportunity to question and discuss the subject. So, to fully understand a complex subject, a group might need an expert (e.g. health worker), an interpreter to translate what they are saying, and a group leader who helps intermediate, clarify, and facilitate group discussions to embed learning.

5.0 About the Project

5.1 Introduction

The **Deaf Achieve 2** Project is a development of a previous Big Lottery funded project, **Deaf Achieve**, and works with Deaf people based in **Essex, London** and **Suffolk**.

With a focus on one-to-one support and small group working, **Deaf Achieve 2** Project objectives include looking to reduce isolation and help Deaf people to improve their **health, independence** and **employability**; and involves:

- **One-to-one support** – working with each participant to identify individual needs and goals to shape the topics of group sessions and workshops. The provision of one-to-one support and advocacy for participants who are inspired to take action to improve their lives, but who encounter barriers because they are deaf. Helping them to make their voices heard to, for example, health providers, adult learning providers, organisations offering work placements or volunteering opportunities, and potential employers.
- **Workshops** – on a variety of themes:
 - **Health** – healthy eating, cancer, joint problems
 - **Rights** – know your rights, citizenship, hate crime
 - **Parenting** – child development, sleep issues, picky eaters
 - **Skills** – basic BSL, English / literacy, numeracy, driving theory, travel training, food hygiene, first aid, computers / IT, managing your money
 - **Employment** – CVs, interviews, *Access to Work*

Those who take part are encouraged to share experiences, ideas and tips, and offer each other peer support all the while building of friendships.

5.2 Outcomes

Table 1 lists the key Project outcomes agreed with the Big Lottery Fund.

Table 1 Project Outcomes

No	Outcomes
1	Deaf people who are some distance from the workplace will become more employable by learning skills and attending job clubs.
2	Deaf people who are isolated (e.g. young, black minority, ethnic, refugees (BMER), new parents) will have more opportunities to socialise and make friends.
3	Deaf people will have better access to health information and use it to make healthier choices in their lives.
4	Deaf people will be more independent: able to travel, manage money, and choose how they live.

5.3 Indicators of Achievement

Table 2 provides details of the differences the Project will make and when.

Table 2 Project Indicators of Achievement

Project Outcome	Indicators	Level	Timescale
1	a) People attending employability workshops / job clubs	100	By the end of each year
	b) People submitting job applications	100	By the end of the Project
	c) People taking up volunteering, work placements or job opportunities	45	By the end of the Project
2	a) People attending group activities and events	100	By the end of each year
	b) People attending social and leisure opportunities (RAD and non-RAD)	50	By the end of each year
	c) People reporting more and better friendships	200	By the end of the Project
3	a) People attending health workshops and reporting improved knowledge of the topic	70	By the end of each year
	b) People planning to make healthy changes and manage their health conditions	50	By the end of each year
	c) People making a positive change to their health and wellbeing	50	By the end of the project

4	a) People attending training to travel by public transport or learn to drive	50	By the end of each year
	b) People completing financial capability training and being able to manage their money independently	70	By the end of each year
	c) People feeling they have the ability to choose where, how and with whom they live	50	By the end of the Project

6.0 Findings

6.1 Introduction

As outlined in **Section 3.0** a number of quantitative (desk) and qualitative (field) evaluation tools have been utilised to establish if Project outcomes highlighted in **Section 5.2** have been achieved by the Project.

6.2 Project Returns

Linked to targets agreed with the Big Lottery Fund (see **Section 5.3**), **Table 3** highlights annual and total (up to 14.2.18) Project achievements.

Table 3 Project Indicators of Achievement (Numbers in brackets are unique clients)

Project Outcome	Indicators	Level	Timescale	Year 1	Year 2	Year 3 to 14.02.18)	Totals to (20.2.2018)
1	People attending employability workshops / job clubs	100	By the end of each year	301 (128)	547 (181)	529 (171)	1377 (339)
	People submitting job applications	100	By the end of the Project	124 (26)	365 (63)	224 (50)	589 (94)
	People taking up volunteering, work placements or job opportunities	45	By the end of the Project	8	31 (28)	29 (27)	60 (52)
2	People attending group activities and events	100	By the end of each year	330 (102)	588 (154)	540 (146)	1460 (264)
	People attending social and leisure opportunities (RAD and non-RAD)	50	By the end of each year	114 (38)	185 (60)	193 (74)	493 (106)
	People reporting more and better friendships	200	By the end of the Project	65	637 (141)	440 (116)	1078 (200)
3	People attending health workshops and report improved knowledge of the topic	70	By the end of each year	68 (38)	162 (88)	148 (61)	378 (136)
	People planning to make healthy changes and	50	By the end of each year	49	154 (80)	132 (60)	390 (136)

4	manage their health conditions						
	People making a positive change to their health and wellbeing	50	By the end of the Project	1	27 (22)	29 (28)	69 (55)
	People attending training to travel by public transport or learn to drive	50	By the end of each year	54 (24)	105 (40)	116 (41)	275 (68)
	People completing financial capability training and can manage their money independently	70	By the end of each year	15	126 (60)	129 (65)	278 (106)
	People feeling able to choose where, how and with whom they live	50	By the end of the Project	10	101 (62)	110 (60)	211 (102)

Source: RAD, February 2018

Notes

1. It will be noted that, on the whole, **Project targets have been met**, and in a number of cases **impressively surpassed**.
2. The following is a summary of feedback from the Project Managers:

Unique Clients

- Numbers shown in brackets are unique clients in that year
- Some clients visited in year one, then visited again in year three, for example, so would be considered 'unique' clients for both years
- The actual number of unique clients across the three years are shown in the brackets in the final column
- If in year one, numbers are not shown in brackets, that means they are all unique clients for that year.

End of Year Targets

Outcome 1

- All targets were achieved, with the number of repeat clients significantly increasing in Year 2 and 3 demonstrating the need for this type of provision
- Many clients were frustrated at the lack of support provided by their JobCentre Plus, with many failing to provide interpreters at appointments
- Job Clubs were fully accessible for clients, as were workshops, this statement is backed up by the total number of visits made by clients to these being so high (1377 in total)

Outcome 2

- Group activities were well attended, social activities were slightly under due to the early start up period (3 months) and time taken to arrange events
- Beyond Year 1, these targets were all achieved

Outcome 3

- Slow start to Year 1, achieving **54%** of the target
- Possible factors include clients not yet fully understanding what these workshops were about, particularly in the London area along with the natural delay in setting these up
- Year two showed the most positive statistics with many repeat clients and this tailed off only slightly in year three
- Some topics were repeated (such as Stress management) so this could be a factor
- Health information is widely available on the internet; however, the majority of this is not in BSL so is not accessible for Deaf clients
- A report called '**Sick of It**' (<https://www.signhealth.org.uk/health-information/sick-of-it-report/>) highlighted the difficulty the deaf community face in accessing health care / information, and workshops were very valuable for clients
- The Essex Health Group had 'regular' attendees, all of whom are disappointed that this provision has now stopped

Outcome 4

- The Project under achieved the travel target for unique clients over the 3 years; however, they supported a 'regular' group of clients at the travel group, many of whom were from Essex, wishing to learn how to use the underground system
- They delivered a few Driving Theory workshops following requests; however, unfortunately the numbers attending were fairly low
- From the group of 'regular' clients engaging with the travel group, many are now able to travel independently, opting to stay with the group to benefit from the social side and peer support
- Repeat visits to the group have proved to be a real benefit to clients
- Financial capability was a slow-starter; however, this improved by Year 3 with **92%** of the target achieved
- It was quickly identified that the clients were very reluctant to discuss financial issues and also struggled with the basic understanding of vocabulary linked to finances
- This established the need to reflect upon delivery approach and create specific presentations that were stripped right back to basics
- Alongside this, individual financial capability support was provided through the medium of quizzes that clients were supported to complete- allowing them the opportunity to discuss queries/ issues confidentially, away from peers
- The Deaf community is very small so this approach was found to be more beneficial for clients

End of project targets**Outcome 1**

- In terms of unique clients, the Project achieved **94%** of the target for job applications; however, in total **589** job applications were made
- It was found that clients attending the Job Club often had no CVs in place, or if they did, it was very out of date / only in paper form
- After this stage it became clear, particularly in London, that clients did not know how to job search or where to look for opportunities
- The Project attempted to address this both on a one to one basis and alongside workshops which focused on CV's and how to apply for jobs
- Although this target is slightly under, it can be explained by the above and that the total job applications speak for themselves
- We managed to achieve the target to secure volunteering / paid employment / work placement, and some clients engaged in more than one volunteering opportunity

Outcome 2

- The Project achieved this target for ‘unique’ clients; however, the total amount of friendships reported is perhaps more reflective upon new acquaintances formed as clients tend to make new companions at each workshop / opportunity
- It was noted that there were several new friendships and, overall, a huge amount of peer support
- Clients who were initially the ‘quiet’ ones, became the ones to offer support and explanation at events to peers
- Clients were at ease in attending opportunities without language barriers, as a result of their enhanced confidence levels

Outcome 3

- Target achieved
- Time was spent speaking with clients, asking if anything they had learnt from the health workshops had been put into practice; many had made subtle, yet significant changes to their diet and lifestyle
- Some clients joined a gym, others played Badminton regularly
- Most importantly, clients said that they talked about these topics more, sharing what they had learnt with friends or family and ultimately raising awareness

Outcome 4:

- Target (over) achieved
- Clients were given access to safety information, such as fire safety and how to register for emergency support in the event of a power cut; this helped them to feel more in control of their living situation
- Many clients stated that they felt vulnerable at home at times and through our provisions, they had access to information that would help to keep them safe
- Fire safety checks were made in some cases to assess if an appropriate warning system was in place for clients

6.3 Multi-Agency Referrals

Table 4 is a summary of multi-agency referrals over a three-year period.

Table 4 Multi-Agency Referrals (To February 2018)

Source	Year 1	Year 2	Year 3	Totals
Job Centres	13	6	2	21
NHS	0	1	1	2
Social Services/ council	5	10	3	18
RAD (internal)	8	18	10	36
Self	1	2	4	7
Other	7	11	11	29
Totals	34	48	31	113

Source: RAD, February 2018

Notes

1. 'Other' Includes referrals from Disability Network Hounslow, Metropolitan Police, Deaf PLUS, Scope, Hestia Hounslow, Deafhope, Ingeus, Deaf Parenting UK, Family

6.4 Job Clubs

- 5 delivered every month
 - 2 at Chelmsford Library
 - 1 at Redbridge Library
 - 1 at Croydon Library
 - 1 at Ipswich Library (Stopped this around July 2017 due to lack of clients attending)



Table 5 summarises numbers of service users attending the Job Clubs delivered by the Project.

Table 5 Job Clubs

Total number of client visits	Croydon	Redbridge	Chelmsford	Ipswich	JDA (Year 3 only)	Totals
Year 1	36	33	78	16	-	163
Year 2	98	68	112	18	-	296
Year 3	87	80	101	None	29	297
Totals	221	181	291	34	29	977

Source: RAD

Notes

1. Figures indicate total visits
2. **JDA** (Jewish Deaf Association) agreed to trial a job club at their premises twice a month as well as deliver the occasional workshop. This Job Club was open to existing Project service users, new clients that attended who may have already been accessing the JDA's other services were also registered with Project.

6.5 Year 1 Workshops and Social Activities

London

- 24 workshops were delivered to 143 service users
 - Subjects included Autism, CV (x2), Being Confident, Cancer, Diabetes, First Aid (x2), Money Advice, Health & Safety, Maths (x3), Stress Management, English

(x4), London Job Show, Alcohol Addiction, Alzheimer's, Anger Management, Understanding Money, Dementia

Essex

- **18** workshops were delivered to **52** service users
 - Subjects included, English (x2), Confidence (x2), IT, Dementia, Heart Issues (x2) Diabetes, Cancer, Domestic Abuse, Fire and Safety (x2), Dementia – ICCF, Alcohol Awareness, Epilepsy, Benefits, Depression

Suffolk

- **6** workshops were delivered to **19** service users
 - Subjects included MIND (Depression and other Mental Health Issues), Healthy Eating, CV, Basic First Aid, Christmas Festive, Cancer

Social Activities

- **19** activities took place involving **128** service users
 - Activities included, Flower Show, Tube and Science Museum, Clacton Air Show, Tube and Grafik Gallery, Tower Bridge, Tube and Tate Modern, Pottery, Tube and Honiman Museum, Tube, Tube and Christmas Market, Tube and Afternoon Tea, Bowling (x2), Badminton (x2), Jumping and Trampoline, Ice Skating, Harry Potter Tour

6.6 Year 2 Workshops and Social Activities

London

- **49** workshops were delivered to **349** service users
 - Subjects included, English (x8), Diabetes, Customer Service, Epilepsy (x2), Breast Cancer, Volunteering, Prostate Cancer, First Aid (x3), Health & Safety, IT (x2), Driving Theory, Thyroid, Healthy Eating, Confidence, Stress Management, Fire Safety, Drama, Strokes, Financial Capability, Maths (x4), Meningitis, Understanding Money, Drugs, Mental Health, Tax Advice, Money, Counselling, 5 Steps to Wellbeing, Hate Crime, Alcohol, Cancer Awareness, Dental Care, Debt

Essex

- **32** workshops were delivered to **178** service users
 - Subjects included, Smoking Awareness, Diabetes (x3), Driving Theory, Multiple Sclerosis, Tax Advice, Epilepsy, Alcohol Awareness, Alzheimer's (x2), Health

Walk, Thyroid, First Aid, Bowel Cancer (x3) Cancer Talk, Understanding Money, Cake Making, Brain Injury, Arthritis, Benefits, DVT, Urgent Care Review

Suffolk

- **8** workshops were delivered to **27** service users
 - Subjects included, Epilepsy, Cake Making, Psychology, Anger Management, Strokes, Financial Capability, Bowel Cancer, Pottery

Social Activities

- **21** activities took place involving **193** service users
 - Activities included, Welcome Museum, Arsenal Stadium Tour, Tube and Sealife, Flower Show, Badminton (x5), Tube and Sky Gardens, Stubbers, Tube and Madam Tussauds, Fun Day, Tube and London Eye, Tube and London Zoo, Tube and Treasure Hunt, Tube and Bowling, Tube and National Museum, Harry Potter, Tube and Pottery

6.7 Year 3 Workshops and Social Activities

London

- **40** workshops were delivered to **283** service users
 - Subjects included, Psoriasis, IT (x4), Cancer Awareness, On-Line, Parkinson's Disease, Volunteering Kitchen Opportunity (x2), Coeliac, Maths (x3), Diabetes, English (x4), ATW, CV (x2), Sepsis, Interview Skills (x2), Equality Act, Bowel Cancer, Driving Theory, Self-Confidence / Self-Esteem, Food Labels, Barista, Age UK, Dementia, On-Line Technologies, Stress Management, General Health, Self-Employment

Essex

- **16** workshops were delivered to **131** service users
 - Subjects included, Menopause, Bowel Cancer, Diabetes, Arthritis, Best Energy Deals, Anger Management, Interview Skills, Confidence, Film Making, Health Walk, Sepsis, Debt, Eye Health, On-Line Technologies, Parkinson's, Breast Cancer

Suffolk

- **1** workshop was delivered to **2** service users (2 cancelled)
 - The subject was about the Menopause

Social Activities

- **16** activities took place involving **188** service users
 - Activities included, Tube and Museum of Zoology, Badminton, Tube and Underground Tour, Tube and Wimbledon Tour, Flower Show, Tommy Show, Tube and O2, Tube and Wembley Tour, Tube and HMS Belfast, Clacton Bowling, Tube and Museum of London, Deaf Achieve Boat Celebration, Tube and Natural History Museum, Tube and Museum of Brands, Tube and Bank of England Museum, Ask Italian, Tube and Winter Wonderland

6.8 Summary of Job Clubs, Workshops and Social Activities

In total:

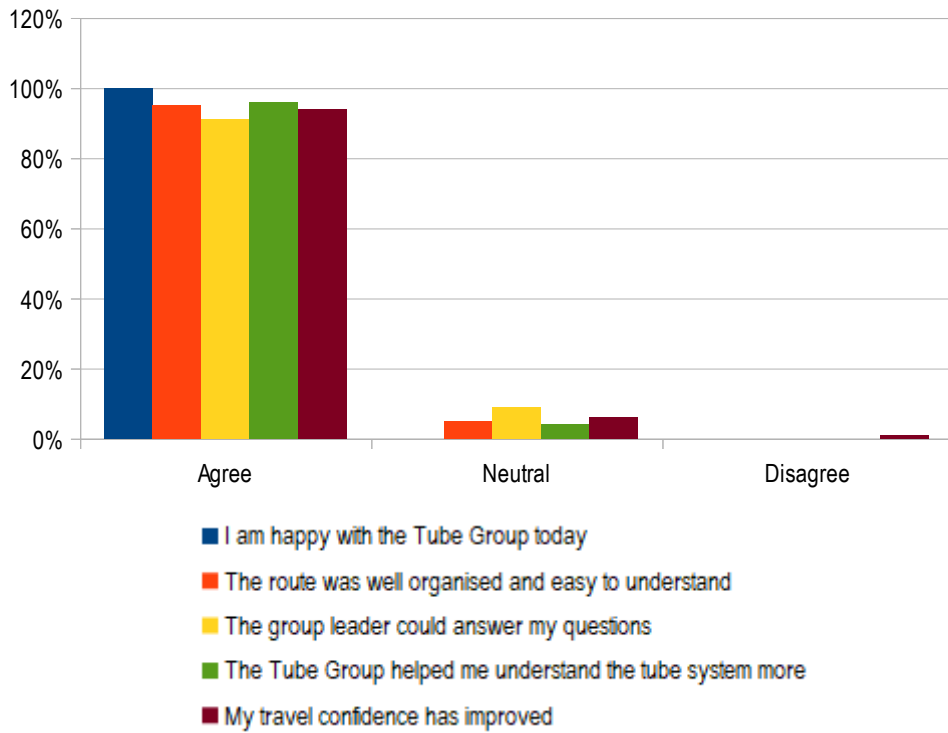
- **5 Job Clubs** delivered each month
 - With **977** total visits
- **194 workshops**
 - Attended by **1,184** service users
- **56 activity days**
 - Attended by **509** service users

6.9 Independent Analysis of [Internal] RAD Surveys

Opportunity has been taken to independently analyse **604 RAD** service user questionnaires / feedback forms, which relate to **67** workshops and activities between July 2015 and November 2017. An average of **8.5** service users attended the workshops / activities at **45** locations. It should be noted that 4 different questionnaires / feedback forms were used by **RAD**.

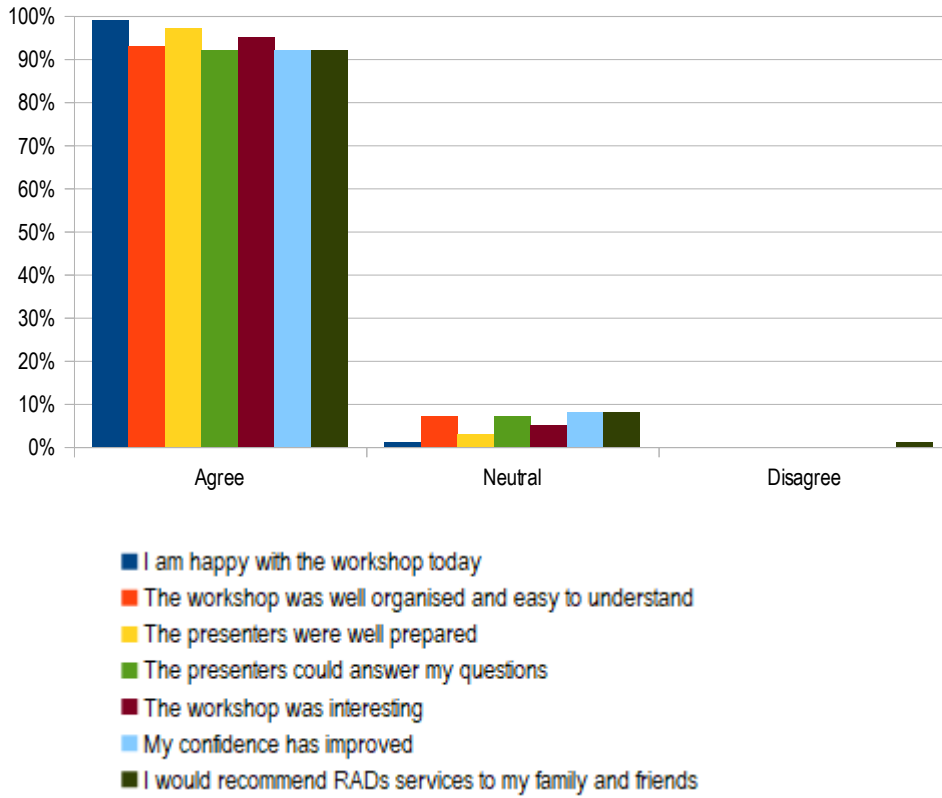
Graph 1 summarises feedback from The **Deaf Achieve Tube Group**, which were involved with **15 day trips**, about which **110** service users completed questionnaires / feedback forms.

Graph 1 Feedback from Tube Group Activities



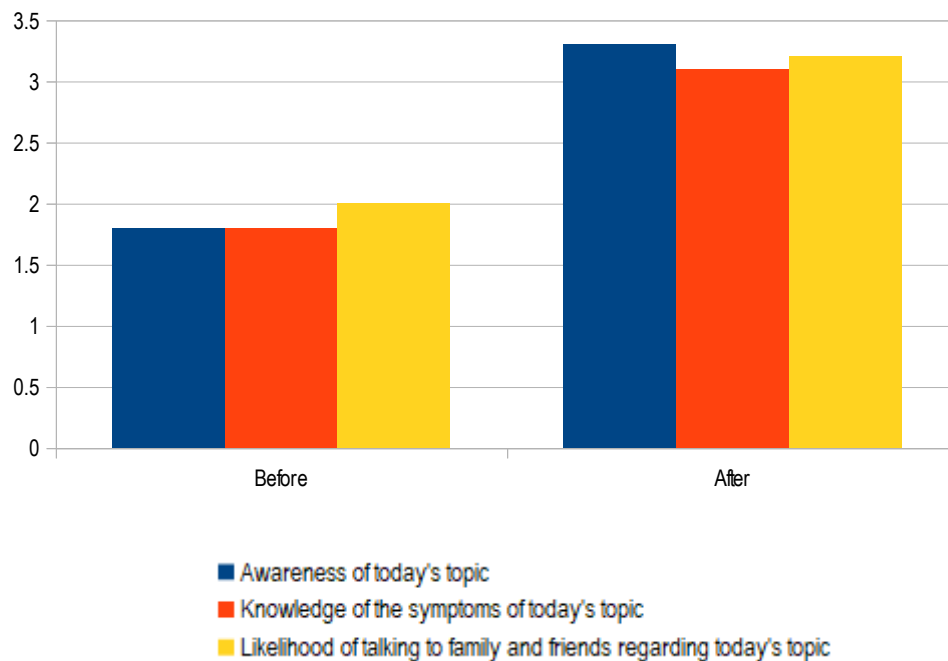
Graph 2 summarises general feedback from **237** service users' attending **26** workshops.

Graph 2 General Feedback from Workshops



Graph 3 summarises feedback from **213** service users who attended **18** workshops carried out regarding: Health topics, Health and Wellbeing, Fitness, Finance, Debt Management, Stress Management and Employment Skills. Questionnaires / feedback forms included 'before' and 'after' questions regarding service users' knowledge of the subjects (generally scored between 1 and 5 (1 low, 5 high)).

Graph 3 'Before' / After Awareness of Workshop Subjects



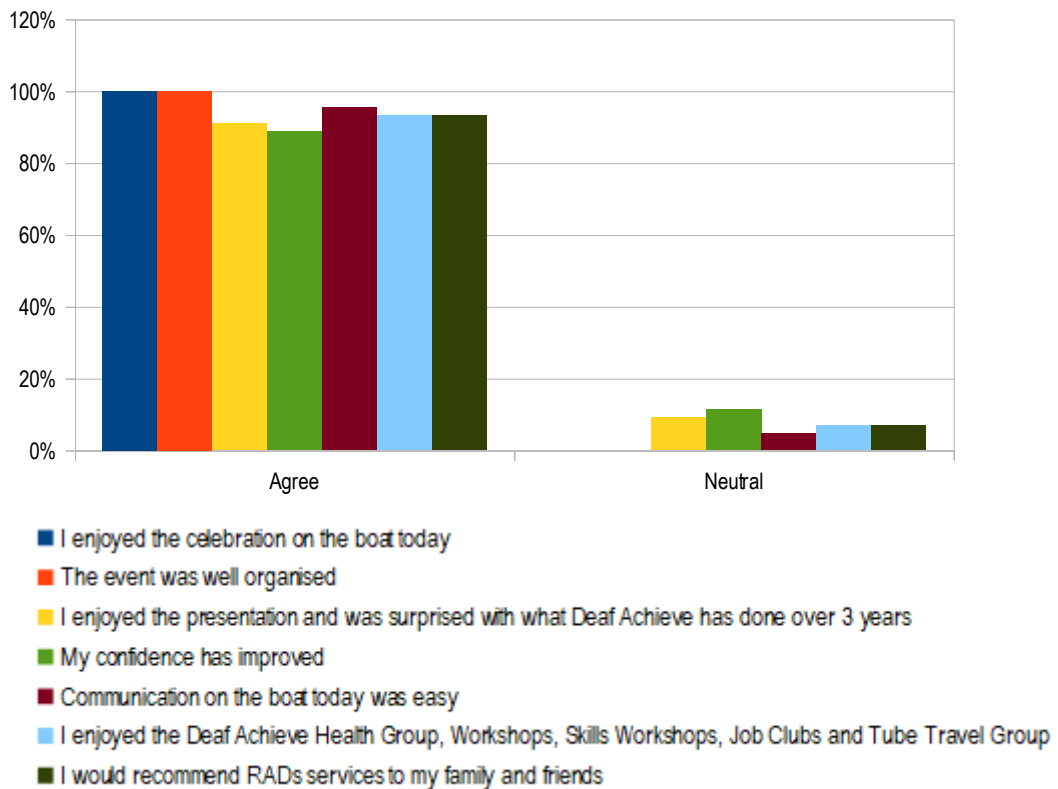
The following is a summary of 'health tips' noted by service users during / after the health related workshops:

- *Ensure you get all the thyroid tests done*
- *Eat a healthy diet to ensure you have optimal levels of all vitamins and minerals*
- *Understand the key signs of cancer and reducing the risk of cancer leaflet*
- *Eat a balanced diet that is low in fat and sugar*
- *Keep active and take regular exercise*
- *Know your body well and report changes to the Doctor*
- *Be confident and assertive at the Doctors to get clear information*
- *No smoking, balanced diet with fruit and vegetables helps to reduce the risk of dementia*
- *Speak to your Doctor if you have any concerns and find it is interfering with daily life*
- *Start to read and understand food labels*
- *Chose active rather than sedentary lifestyle behaviours*
- *Replace fruit juice and fizzy drinks with water and herbal teas to help manage weight loss*
- *A vegetable soup at lunch can boost your 5-a-day, which includes your fibre intake*
- *Be sure to visit your optometrist regularly as recommended*

- *If you are prescribed spectacles, wear them as instructed*
- *Avoiding alcohol and cigarettes helps to prevent inflammatory arthritis (gout – alcohol) and (rheumatoid arthritis – alcohol)*
- *Keeping a healthy weight helps to prevent osteoarthritis and mechanical back pain*
- *Always wash hands with soap*
- *If you have symptoms go to your Doctor*
- *Eat Healthy, exercise regularly*
- *Must brush teeth day and night*

Graph 4 summarises feedback from **44** service users who attended the Project’s final celebration event.

Graph 4 Service User Feedback (Celebration Event)



Notes

1. It should be noted that there are **extremely high satisfaction rates** stated from those submitting **RAD** questionnaires / feedback forms.
2. A significant number of service users have noticed an increase in their confidence levels.
3. There is **strong evidence of increased knowledge / awareness of subjects** covered at workshops.

4. Of those submitting questionnaires / feedback forms, **82% (493)** stated that they had made new friends as a result of attending the workshops / events etc.

6.10 Wider Impact Service User Consultation (Questionnaire Analysis)

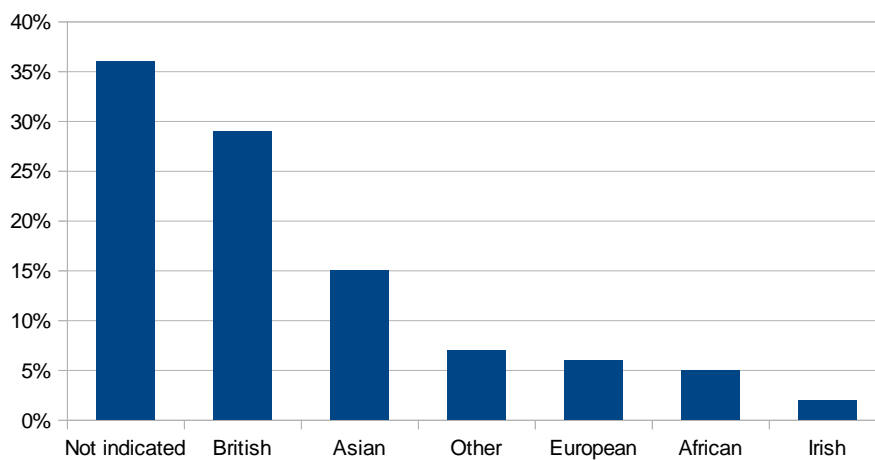
As outlined in **Section 3.4** a total of **109** Wider Impact questionnaires (See **Appendix C**) have been received for analysis. Of these:

- **52%** were received from females
- **47%** were received from males
- **1%** did not indicate gender

6.11 Ethnicity of Respondents

Graph 5 highlights the ethnicity of respondents.

Graph 5 Respondents' Ethnicity



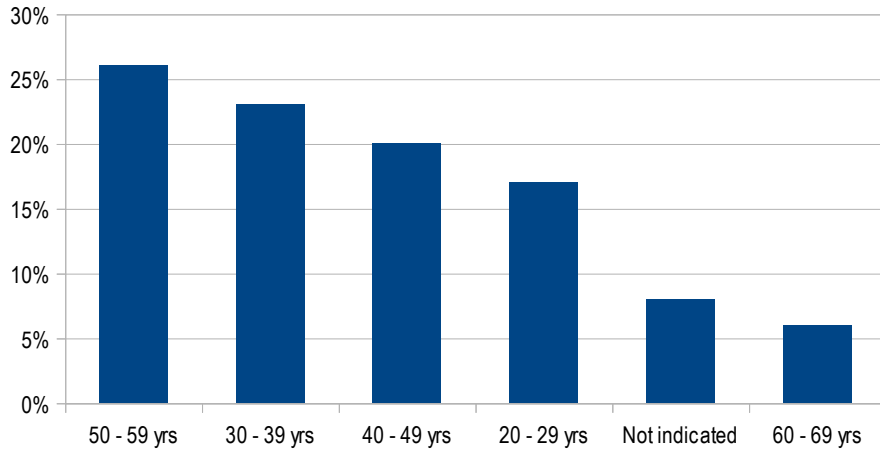
Notes

1. **32% (39)** of respondents did not indicate their ethnicity.
2. **29% (32)** of those indicating their ethnicity were 'British'.
3. **15% (16)** Asian.
4. **6% (7)** European.
5. **5% (5)** African.
6. **3% (2)** Irish.

6.12 Ages of Respondents

Graph 6 highlights the ages of respondents.

Graph 6 Respondents' Ages



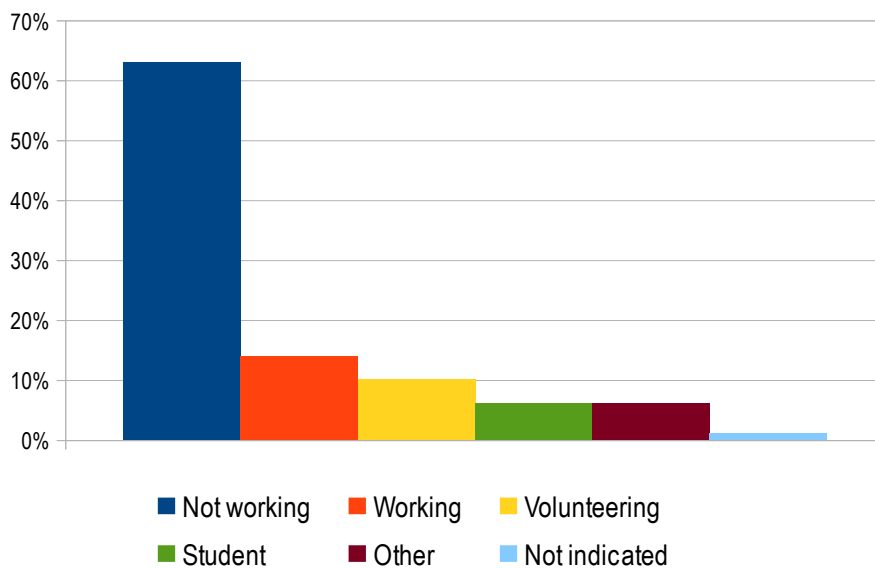
Notes

1. **26% (28)** of respondents were between 50 and 59 years of age.
2. **17% (19)** of respondents were between 20 and 29 years of age.
3. **8% (9)** respondents did not indicate their age.

6.13 Employment Status of Respondents

Graph 7 highlights the employment status of respondents.

Graph 7 Respondents' Employment Status



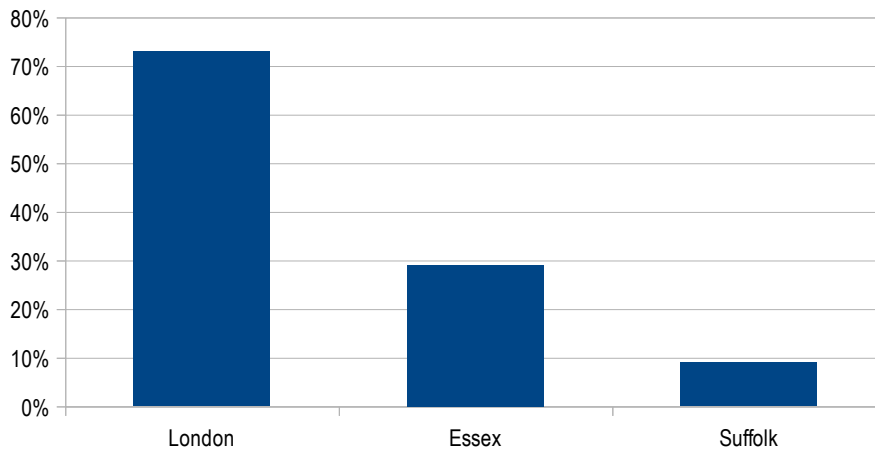
Notes

1. The majority of respondents (**63% / 69**) stated they were 'not working'.
2. **14% / 15** respondents stated they were 'working'.

6.14 Where Respondents Attended RAD Events

Graph 8 highlights where respondents 'Go for Deaf Achieve events?'

Graph 8 Where Respondents Attended



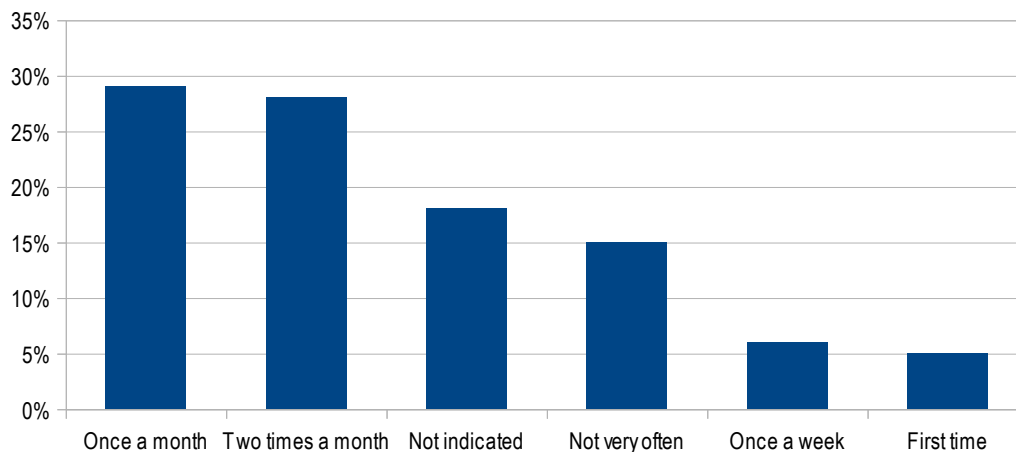
Notes

1. The majority of respondents (**73% / 80**) attend events in the London area.

6.15 How Often Respondents Attended Deaf Achieve Activities

Graph 9 highlights how often respondents attended Deaf Achieve activities in all of the areas highlighted in **Section 4.4**.

Graph 9 How Often Respondents Attend Deaf Achieve Activities



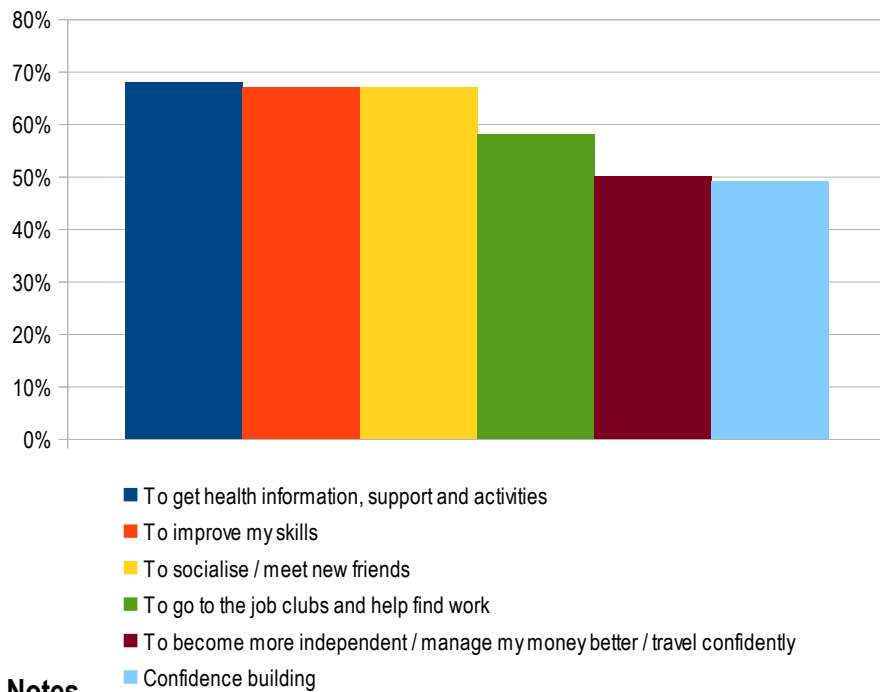
Notes

1. **60% (59)** of respondents attend Deaf Achieve activities one / two times per month
2. **6% (6)** attend regularly (i.e. 'Once a week')

6.16 Reasons for Attending the Project

Graph 10 highlights reasons why respondents 'Visit / plan to receive support from the Project?'

Graph 10 Why Respondents' Visit / Plan to Receive Support from the Project'



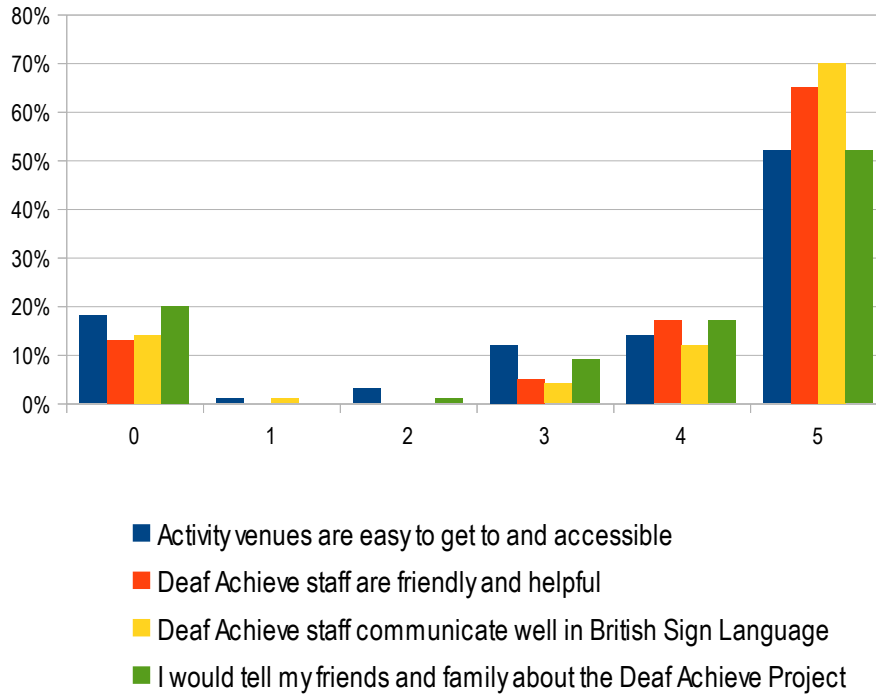
Notes

1. Broad matches with planned Project outcomes.

6.17 Views About the Project

Graph 11 highlights respondents' views about the Project in general.

Graph 11 Respondents' Views About the Project (1 – low; 5 – high; 0 – no views)



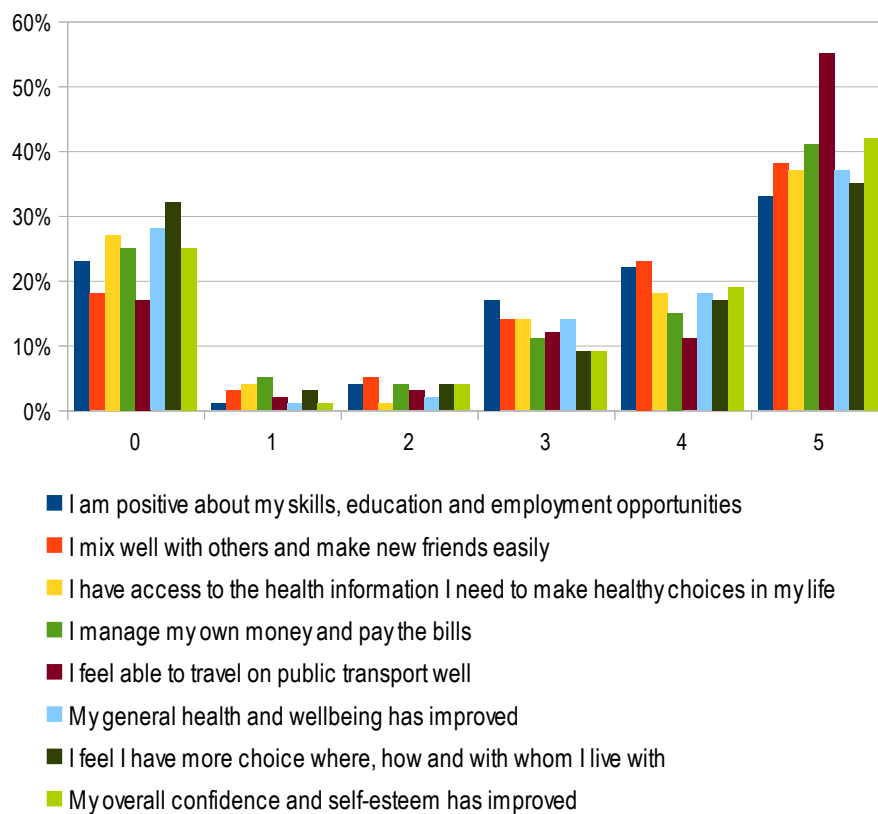
Notes

1. Respondents are extremely positive about venues, staff, BSL, general communications, and will readily tell family and friends about the Project.

6.18 Respondents' Views About the Project

Linked to Project outcomes (see **Section 5.2**), **Graph 12** highlights respondents' views about what differences the Project has had on their lives.

Graph 12 What are your views about the following? As a result of the Deaf Achieve Project: (1 – low; 5 – high; 0 – no views)



Notes

1. There are positive indications that Project outcomes have been achieved.

6.19 Additional Comments

The following is a summary of further feedback from service users:

Three things that are really GOOD about the Project:

- Meeting other people and making new friends (x24)
- Being able to access information about health and skills (x18)
- Friendly staff (x17)
- Job Clubs / Employment Opportunities (x11)
- Learning New Things (x11)

- *Building confidence (x9)*
- *Clubs and activities (x7)*
- *Travel opportunities and excursions (x6)*
- *Communications (x6)*
- *BSL, access to interpreter and support for phone calls (x5)*

How the Project could be improved:

- *More of the same – no other organisation provides such practical and much needed support*
- *Never to end – our problems are not going to go away*
- *More Job Clubs – for example every Friday with tea / coffee, so better groups can be formed to help each other*
- *More health and well-being workshops*
- *More information about paying bills*
- *More topics – ‘one stop shops’*
- *More confidence building*
- *More / improved access to BSL interpreters*
- *Copies of handouts from workshops etc.*
- *Wish people would turn up at workshops when they say they are coming, as others are on waiting lists and are missing out*

6.20 Wider Impact Research Workshops

It was agreed with the commissioner that Wider Impact would facilitate two service user workshops, held in London and Chelmsford, Essex. BSL interpreters supplied by **RAD** were successfully utilised to enable effective communication between the facilitator and the delegates.

Questions / areas of discussion were as outlined within **Appendices A** and **B**, with responses written by delegates on *Post-It* notes and collated on responding flip charts (see below photographs). The following is a summary of each of the workshops:

6.21 London Workshop (see Appendix A)

7 delegates: 5 female / 2 male; youngest 26 years / oldest 59 years; average age **42 years**

- Biggest frustrations – travel and general communication issues
- Project support – in areas linked to alleviating stress and building confidence
- Opportunities to do more – advice and general practical ‘team’ activities linked to sport and fitness
- Biggest achievements – support from **RAD** and opportunities to get involved in activities as volunteers or otherwise
- Project support in personal achievements – spread across opportunities such a group work, travel and practical skills
- ‘To do’ lists – ‘action’ based activities and practical skills
- In what way could the Project assist with the ‘to do’ list? – practical issues linked to Project aims and objectives e.g. CVs, Employment Support, Changing Lifestyles, Money / Financial Advice / Support, Confidence with Travel etc.
- ‘Wish list’ – practical and positive thoughts and aspirations



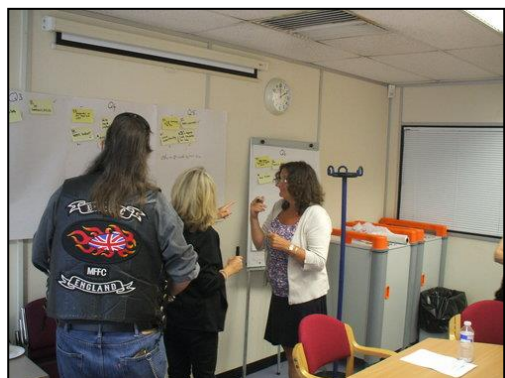
Summary:

- A positive group of individuals who provided evidence of understanding what the Project is about and how it is currently, and will continue to support their needs and aspirations in the future.

6.22 Chelmsford Workshop (see Appendix B)

4 delegates: 2 female / 2 male; youngest 47 years / oldest 57 years; average age **51.5 years**

- Biggest frustrations – unemployment and confidence related issues
- Project support – job support, the provision of information and access to IT
- Opportunities to do more – more understanding of personal issues / challenges; support with confidence rated issues and access to employment



- Biggest achievements – family and social
- Project support in personal achievements – confidence building, meeting new people, access to health support
- ‘To do’ lists – generally family and social related
- In what way could the Project assist with the ‘to do’ list? – use of Library / access to IT and support with home improvements etc.
- ‘Wish list’ – an apparent general lack of imagination or aspirations

6.23 Workshop Comparisons

Whilst numbers attending each workshop were low and, no doubt, not truly representative samples of Project beneficiaries in each of the areas of operation, the following are noteworthy:

- Despite plenty of notice provided, it appeared difficult to recruit delegates in the Chelmsford area, with just 4 clients available
- There were clear and shared views on what are good and poor TV programmes in terms of communication methods
- London delegates appeared to have a better understanding of the Project’s aims and objectives
- London delegates appeared to feel that they have benefitted more from the Project than the Chelmsford delegates
- Linked to Project objectives, London delegates appeared to be more focused and more positive on how the Project currently does and will support them
- Linked to Project objectives, overall, London delegates appeared more aspirational and positive about their lives and opportunities

6.24 Case Studies

The following are summaries of one-to-one meetings with Project beneficiaries. BSL interpreters supplied by **RAD** were successfully utilised to enable effective communication between the interviewer and the case studies. Names and a number of personal details of the case studies have been changed to ensure anonymity.

Case Study 1 – Polly

Polly is 26 years of age, she is single, and lives with her mother in South East London. She is educated to A Level, with an academic achievement of 6 GCSEs and 3 A Levels. She was born deaf and grew up in a hearing environment where no one signed.

She says, 'My mother made an early decision that I would be educated in mainstream schools. I was one of two deaf children at Secondary School, with no provision of hearing support, such as someone who could provide support with sign language. I was not at all 'proud to be deaf', it was just something I had to make the most of. I did find it hard to communicate at school and felt I should be signing, rather than looking to use speech. I went to Mary Hare Boarding School from Year 12, where they use speech rather than sign as they didn't see signing (BSL) as a good thing. In addition to attending Boarding School I got support from the National Deaf Children's Society and went on deaf camps. I was so delighted to achieve my A Levels and so proud of myself as it was really hard work. It was at 6th Form at Mary Hare that I became proud to be deaf! It was who I am.

I am deaf! It was a profound moment achieving my exams and understanding and being proud of who I was. I believed I could do anything and could face and overcome my barrier! Whilst I had no clear ambitions, or career path I was following I was ambitious for me and was full of confidence.

I won't kid you, it was hard at first. I took on voluntary work in a Deaf organisation to build up my experience of work. It was hard looking for a job on my own. I just wanted any job! I eventually become a part-time Business Administration Apprentice for four days a week, which eventually became a full time position. At this stage, I was able to set up my Access to Work contract and had interpreters to support with communication whilst at work. Whilst this apprenticeship could have been a real achievement for some people, there was no real career progression involved and I was determined to get a new job.

I eventually took on a really meaningful role as a Family Support Worker at Frank Barnes Deaf School and was so proud to become a deaf role model for others, where I could share my own experiences and support parents as well as the young people.

*A really significant thing in my life has been my connection with **RAD**! I am so proud to be working with them and passing on what I have learnt to others. I am also continuing to learn from **RAD**, and am so impressed with what the organisation offers. This includes information about support such as Access to Work and accessing what is on offer in relation to gaining employment; the support and friendship from all of the staff, learning how to become independent, able to travel on public transport and how to manage finances. They have really brought me on. I have so much more confidence now in my ability to communicate and achieve my ambitions.*

I have done public speaking and been taken out of my comfort zones. The organisation's support is practical in relation to the useful support on offer and meaningful in terms of how your confidence and self-worth grows. I feel a much more confident, rounded person now, and know the future is in my hands, and not with others.

What difference has the Deaf Achieve Project made to my life? - I really feel **RAD** has brought my employability opportunities onto another level. I am proud to be deaf and know I can achieve anything I want to. I have flourished as a young woman and love being a role model to other deaf people’.

Team Leaders’ update:

‘Polly has significantly improved in her confidence and ability since starting her position at **RAD**. She has an excellent rapport with the clients and is able to adjust her signing register to meet the needs of the clients, many of whom are from abroad and use their native sign language to communicate. Polly is now able to prepare and deliver her own workshops- something she did not feel confident to do when she first started at **RAD**. She is a strong team member at **RAD** and an excellent role model for other deaf people’.

Case Study 2 – Steward

Steward is 28 years of age, single and lives alone on the South coast. He is currently unemployed and in receipt of Jobseekers Allowance (JSA). He has been deaf from birth and has signed (BSL) for three years. He was mainstream schooled as a child / young person and achieved a C in Maths and E in English at GCSE. He sees BSL as his first language.

He says, ‘I began looking for a job as soon as I left education as I was keen to stand on my own feet, it took me 10 years to become a machinist making ladies clothes. I left after a while.

It is really hard finding work where I live and it certainly does not help being deaf. I do not like not working and being on my own, alone, and my health deteriorated. I became stressed, had dizzy spells, became upset and didn’t know what to do. I had no one to talk to and it was a lonely world. I just wanted a better future.

I tried using CAB (Citizens Advice Bureaux) but there were communication issues and I didn’t feel any empathy towards me and my needs. They did their best, but they just weren’t reliable and didn’t really provide the type or level of support I needed at that time. The JobCentre again does its best, but it was hard to get interpreters there to support me and I never found it easy accessing emails, or sending out letters when making job applications.

I heard about **RAD** Deaf Achieve through a friend and decided to give them a go. What can I say - they have been great and have a ‘Let’s say yes’ approach. They help me with loads of practical things at the Job Club with things like building my CV, looking for a number of jobs online, completing and submitting job applications. They have helped me to build up my IT skills and use of the English language. I am much more confident using and accessing emails and understand the importance of good communication skills – which I certainly lacked before I had support from **RAD** and the Job Club in particular.

On another level, **RAD Deaf Achieve** has helped me make new friends who are also deaf and we meet in our own homes as well as go out. I now have a social circle, which makes me feel so good about myself. As friends we help and support each other and continue to make new friends and new people.

What difference has the Deaf Achieve Project made to my life? - I now feel my health and well-being has improved and I am no longer so stressed about things, and I am certainly no longer depressed and so worried about my life. I have things to look forward to and through **RAD** I have the skills and experience to get a job and better myself'.

Team Leaders' update:

'Steward was supported at the Job Club to apply for a position as a Sewing Machinist. Following a successful application, one of the Deaf Achieve team provided him with some interview practise.

We were delighted to be informed by Steward that he was successful with his interview and started his new job in October 2017. He was ecstatic and was really looking forward to having his first 'proper' job with a real full time income! The Deaf Achieve staff were equally pleased for him as he had been job searching for some time, Steward continues to settle into his new role and is really enjoying this position'.

Case Study 3 – Mary

Mary is 63 years of age, divorced and lives on her own. She is currently in receipt of a work pension. She was born profoundly deaf. Her work pension is as a result of a long-term job in the Insurance industry, which she enjoyed before she accepted a redundancy package at the age of 57.

She says, 'It quickly became apparent that I hadn't taken the best deal for me when I accepted redundancy, and I had to fight to get an improved package, which was hard as I found I didn't really have anyone to help me as much as I needed, as it was difficult to communicate with agencies such as CAB because I was deaf.

I could not hang onto the money from my redundancy as due to the recession, jobs became hard to come by. And being deaf certainly didn't help at all and I eventually slipped into depression. Close family members passed away and my marriage broke down. I lost so much confidence and really felt that I was on my own and couldn't cope. Access to employment became a real problem for me and I couldn't see a way forward.

Then I became aware of the Deaf Achieve Project! I suddenly had access to so much! For example, I had access to job searches – real practical support. I wasn't on my own anymore and that made a real difference. I feel very comfortable being around people I can communicate with and who understand where I am in my life. Peer support is so useful and we learn so much off each other. I have joined a Tube group and I have more confidence using the Tube and Public Transport. We have been on visits to Tower Bridge, Wimbledon and Wembley using the Tube.

What difference has the Deaf Achieve Project made to my life? – *I have so much more confidence and am certainly not so lonely now. I feel much more employable and I have the skills and support to find a job that suits me. As a child I was so shy, which wasn't helped by being deaf. But now, I feel as if a child has grown up. I am me and can get out and about, socialise, and meet new friends. As a result, my health and well-being has certainly improved and I feel really good about myself and life in general'.*

Team Leaders' update:

'Mary has been a regular attendee at the Deaf Achieve workshops, Tube Group and Health groups. She has become notably more confident over the duration of the Project and is a sociable lady who helps makes other clients feel at ease during their visits to the Deaf Achieve activities. Mary recently undertook some voluntary work with RAD, the first time she had completed this type of activity for a long time'.

Case Study 4 – Priya

Priya is 41 years old, single, originally from Asia and currently living in Croydon with her father. She has no GCSEs, but is educated to Level 1 in English and Computers. She is currently unemployed and in receipt of Employment Support Allowance (ESA). Up until 18 months ago she was employed as cleaner since 2008, but had to leave for health reasons.

She says, I certainly do want to get back to work – yes please! But it is hard finding work at the moment, as there are not lots of suitable jobs out there for me, and it's even harder when you are deaf.

Fortunately, I am receiving support from RAD Deaf Achieve, and come to the Job Clubs, where there is so much practical support with things like advice and support with job searching, using emails and things like life skills.

They help with my English and the use of good grammar, which helps with being understood by others.

I have also joined the Travel Club and travelled around lots. As a result, I have met new people and made new friends, and have got out of the house lots, rather than staying in. For example, I go to Church regularly and have even joined a gym.

What difference has the Deaf Achieve Project made to my life? *I have so much more confidence! My self-esteem has grown and I feel so much better about myself. As a result, I am looking at self-employment, which is something I never would have considered before I received support from Deaf Achieve. We are looking at how to manage my money and accounts and things'.*

Team Leaders' update:

'Priya was a regular client who attended Deaf Achieve activities. At the start of the Project, she felt nervous to travel outside of her own area so often met Deaf Achieve staff at tube stations to be supported to find workshop venues.

Over time, she became much more confident and the Deaf Achieve staff identified her as someone who had the potential to become a volunteer with our Project. Priya started her volunteering in early 2016 supporting at the Job Clubs, Health / Skills Workshops and Tube Travel Group; since then her confidence has grown. Priya has gained her First Aid qualification which is part of her development. We had Deaf Achieves Celebration event and Priya confidently delivered the presentation on this project in front of 50 people which is a massive achievement for her'.

Case Study 5 – Aahil

Aahil is 60 years of age, originally from Uganda, having arrived in this Country aged 16. He has been partially deaf from birth. He is divorced and lives with his two daughters. He is currently in receipt of ESA, having been made redundant from Remploy when the organisation closed some two or three years ago.

He says, 'I have not hesitated to seek support with getting back into work, and have for example been on supported electrical courses. I have found it difficult to communicate with support staff at the Jobcentre as they don't seem to have the resources to communicate with deaf people.

***RAD** Deaf Achieve have been excellent, in particular with the variety of support on offer and available. For example, I have had support with Maths, IT and Computer Skills. I have really enjoyed the health topics, such as healthy eating and the importance of exercise. With their support I have developed support plans for myself.*

*I certainly don't want to be home all day sitting around, and I get tired of looking for something to clean all of the time to fill the day. **RAD** Deaf Achieve has given me the reasons to get out and look after myself. For example, I play badminton on a Friday and I am often the only deaf person there. I walk lots now and enjoy keeping healthy. I have even joined a gym.*

***What difference has the Deaf Achieve Project made to my life?** So much! They have helped me to help myself! For example, I am now confident I have the skills I need to find a job that suits me. I am much more confident about myself and now know how to look after myself. I was overweight before I received **RAD**'s advice and support, but I am **REALLY** fit now and feel so good about my weight, appearance and general well-being.*

*I have a good social life now and lots of friends – both as a result of **RAD** and those I have made myself as a result of going to the gym, playing badminton and walking such a lot. I have independence, and have positive views about my life and my future.*

***RAD** Deaf Achieves team are really good, and they are so calm and quiet when they help you. They understand where I am coming from and really recognise my achievements. As well as providing much needed practical support that others can't provide, they are so welcoming and lovely!*

Team Leaders' update:

Aahil was very anxious during his first appointment with the Deaf Achieve team, having been referred to us by his Job Centre, but not fully understanding why. The Deaf Achieve project was explained to him- the support available and how this would all be in British Sign Language (BSL), he was instantly relieved and from then on, started to engage in the workshops, health groups and travel group- in fact he attended over 60 times! Having accessible information made a big difference to him, often stating that he 'didn't know that', or expressing information learnt via feedback following workshops. Aahil made friends with another client who had Ushers Syndrome (deaf with reduced vision). Through this friendship, Aahil often arranged to travel to and from workshops with this client, providing the support he required as an 'informal volunteer' as well as being able to offer advice and friendship plus an increased opportunity to leave the house as this client struggled to do this on his own'.

6.25 Partner Agency Feedback

26 responses were received from the following:

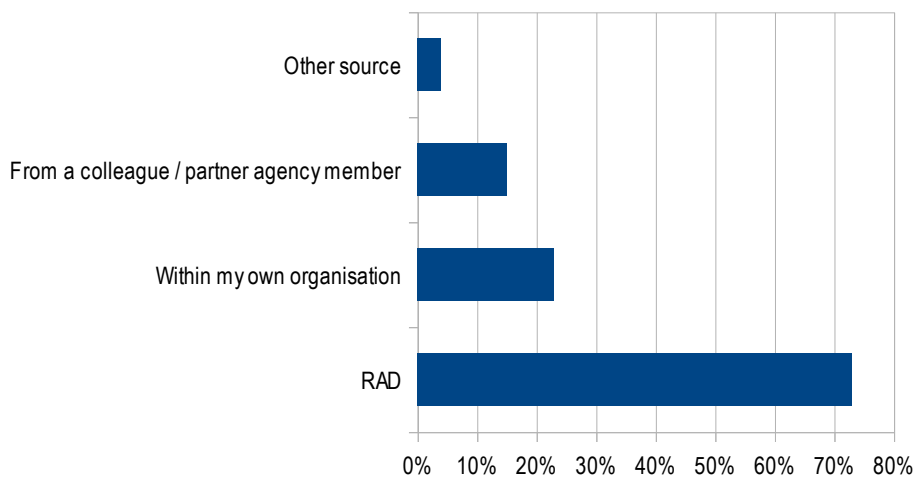
Name	Job Title	Organisation
Vicki Trapps	Independent Domestic Violence Advocate	Deafhope
Edmund Lepre	Trainer	Self-Employed
Nathalie Rebillon-Lopez	Exhibition Manager	City of London Corporation – Tower Bridge
Alisa McGilp	Dual Sensory Impairment Rehabilitation Officer	Westminster City Council
Claire Ingham	Advisory Teacher of the Deaf	Physical and Sensory Support, Surrey County Council
Colm McGerigal	Social Worker for Deaf people	Royal Borough of Kensington and Chelsea (RBKC) Social Services
Damaris Cooke	IAG Senior Officer	RAD
Eloise Tabernacle	Dual Diagnosis Care Manager/Trainer	Adult Social Care (RBKC)
Emma Sims	Social worker	ESSEX COUNTY COUNCIL
Fiona Firman	Social Worker	Brent Transitions Team
Janine Volossevich	Volunteer co-ordinator	Deaf and Hard of Hearing Women's Group
Julia Watson	Managing Director	Career Concepts Ltd
Katie Dyne	Deaf / Deaf Blind Specialist Worker	Sensory Impairment Team in Croydon Council
Lyn Mynott	CEO	Thyroid UK
Mandy Simioni	Face To Face Supervisor	Chelmsford Library
Manuela Rossmar	Specialist Employment Advisor	RAD
Marcel Hirshman	Trainer	Marcel Hirshman Limited
Martina McGill	Cancer Information & Support Specialist	Macmillan Cancer Support
Nicole Campbell	IAG/ Project Support Worker	Royal Association for Deaf People

Patricia Witele	Social Worker	London Borough of Brent
Phil Noble	Work Coach	Department of Work and Pensions (DWP)
Reema Huzair	Senior Health Promotion and Training Officer	Bowel Cancer UK
Renato Fantoni	Accredited Volunteer	Epilepsy Action
Rhonda Brooks	Development Librarian	Vision Redbridge Culture and Leisure
Steve Thorpe	Learning and Skills coordinator	Advice UK (Partner organisation)
Pauline Latcher	Counsellor / Trainer / Consultant	Self-Employed

6.26 Where Partner Agency Members Heard About the Project

Graph 12 highlights where respondents heard about the Project.

Graph 13 Where did you initially hear about the Deaf Achieve Project? (Please tick all that apply)



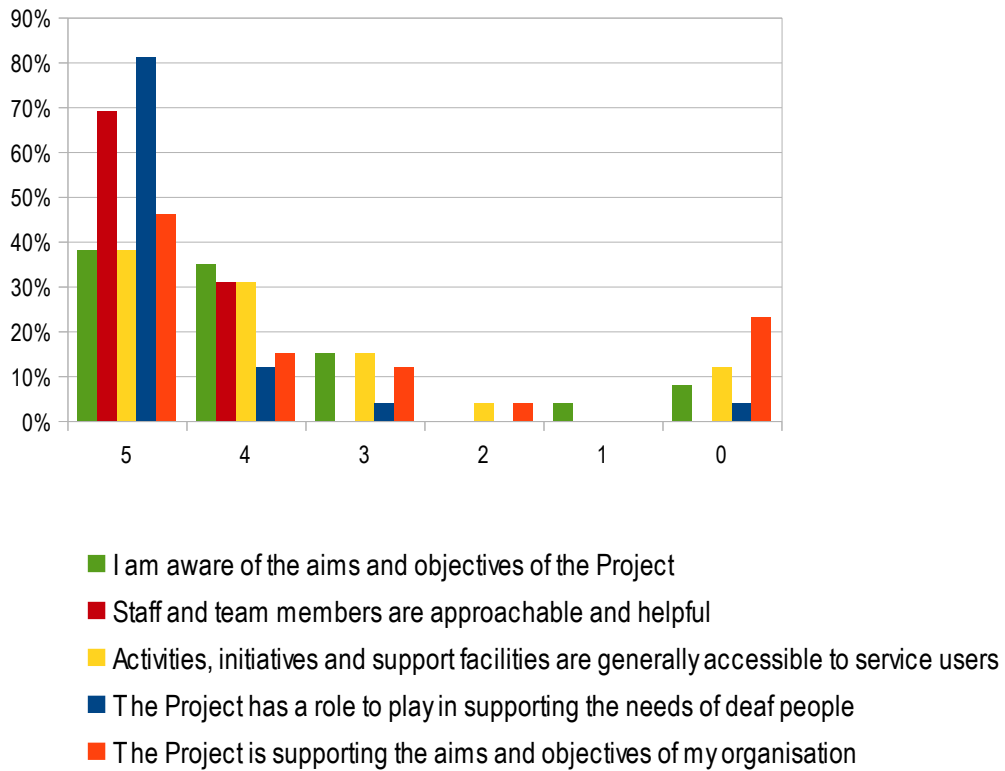
Notes

1. It is apparent that RAD has been successful in publicising details about the Project to partner agency members.

6.27 Project Awareness

Graph 14 highlights respondents' awareness of the Project.

Graph 14 Respondents' awareness of the RAD Deaf Achieve Project (1 – low; 5 high; 0 no views)



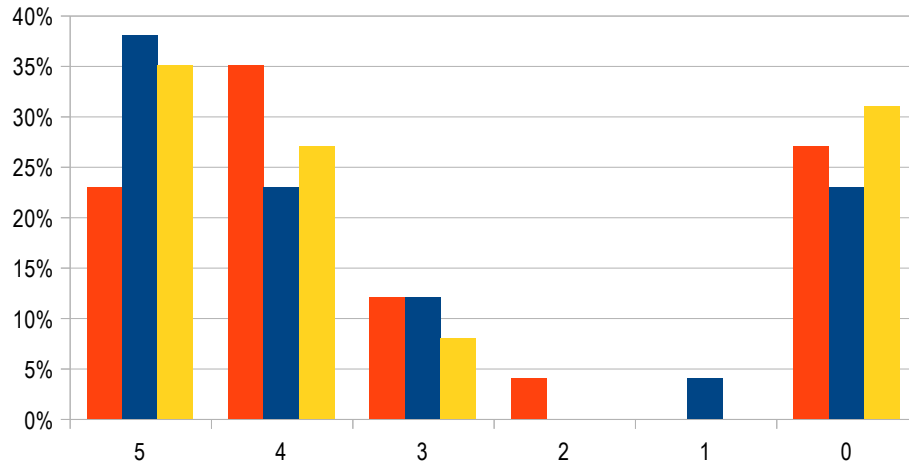
Notes

1. There is an impressive awareness about the role the Project has played in supporting the needs of deaf people.
2. Staff and team members have certainly been approachable and helpful.
3. Overall there has been a high awareness of the aims and objectives of the Project, details of activities and initiatives, and how the Project has helped the other organisations deliver their own aims and objectives.

6.28 Project Effectiveness

Graph 15 highlights respondents' views about how effective the Project has supported service users

Graph 15 As a result of the RAD Deaf Achieve Project service users: (1 – low; 5 high; 0 no views)



- Are more employable as a result of learning new skills and attending job clubs etc.
- Are less isolated (e.g. young, black minority, ethnic, refugees (BMER), new parents etc), and have more opportunities to socialise and make friends
- Have better access to health information and are using it to make healthier choices in their lives

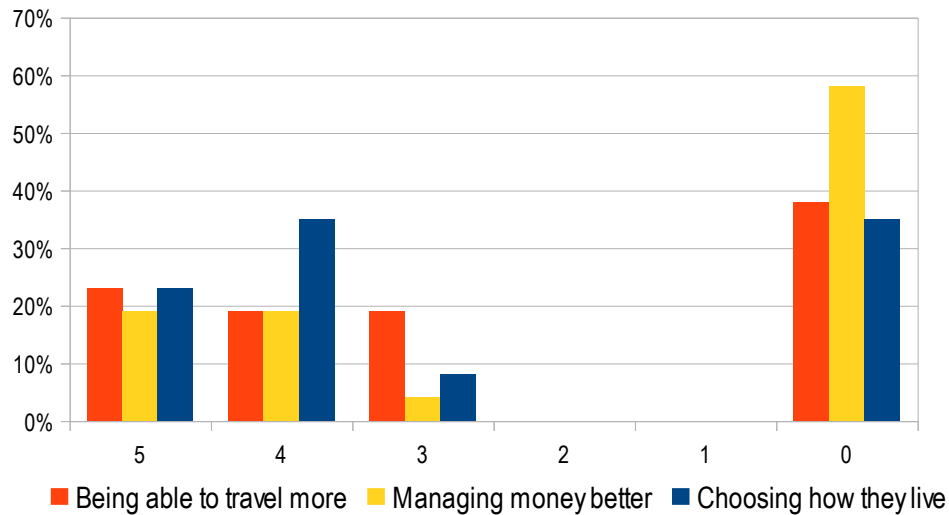
Notes

1. Whilst a number of respondents are apparently not fully aware of Project achievements, a significant number are confident that the Project has achieved outcomes agreed with the Big Lottery (see **Section 5.2**).

6.29 Assisting Independence

Graph 16 highlights respondents' views about how the Project has assisted clients to become more independent.

Graph 16 Respondents' Views about Clients' Independence



Notes

1. Whilst a number of respondents are apparently not fully aware of Project achievements, a significant number are confident that the Project has achieved indicators of successes agreed with the Big Lottery (see [Section 5.3](#)).

6.30 Further Positive Feedback

The following is a summary of further feedback from partner agency members:

- *The organisation, **RAD**, has given many great opportunities for D/deaf clients in building self-esteem and confidence to be more independent and improving their everyday life skills through the use of BSL as their first language. Many D/deaf clients have language barriers so it is great to have **RAD** as an organisation to break the barriers between languages by the use of British Sign Language. I wish for **RAD** to continue giving many fantastic supports in the D/deaf community and make the difference in their life –*
Edmund Lepre
- *This is an excellent opportunity for Deaf sign language users to be involved and have access to topics/resources to promote and enable their independence. There was a workshop on the topic of ‘cancer’. It is essential that Deaf people have access to health*

*awareness with BSL interpreters. This client group miss out on essential information that the 'hearing' population have access to in an everyday life. Please consider funding this project for the future – **Colm McGerigal***

- *This is a very important project for the deaf community – I have referred so many clients to this project as there is nothing like this out there that has no 'catch' or criteria. It has helped my clients be more empowered and confident - **Damaris Cooke***
- *The team work well together to provide a service that is making a difference – this is evidenced by the client who attends my service – the volume of support given over the period of time have reduced which shows they are becoming more independent. I would like to see the continuation of the Deaf Achieve project delivery – **Nicole Campbell***
- *Deaf Achieve is brilliant, innovative and inspiring. The potential impact of this project is vast. Working with Deaf Achieve has been incredibly rewarding for me and great for the organisation to meet their objectives. It has helped me see what type of work we should aim to do. The health needs of deaf people have not been clear to me until now. I can only thank Deaf Achieve for this – **Reema Huzair***
- *I feel that the library setting is perfect for this type of activity/club because it encourages people to go out into the community. Also, the library setting is open to all and as such should have fewer stigmas attached for those attending. Also, it is a neutral place for specialist activities to be located. Finally, visiting the library is a great for deaf people to see what is on offer in the public library space beside the specialist club that they access there – **Rhonda Brooks***
- *The project has enabled a large number of people to be trained in Financial Capability who will therefore be in a much better position to manage their finances and improve their quality of life – **Steve Thorpe***
- *The Deaf Achieve Project is an excellent example of accessible service, information and support to deaf people – **Pauline Latchem***

6.31 Suggested Areas for Improvement

The following is a summary of suggested areas for improvement:

- *This project would be improved by renewing the funding for it to be extended - **Colm McGerigal***
- *Expansion- it would be great to see more events in other locations. It would be good if there were a solution to the interpreter issue when booking volunteers – **Reema Huzair***
- *The Deaf Achieve Project is a wonderful opportunity for all deaf people. If there were more job clubs in a month and a few workshops moved to the evening so that parents or employed deaf people can access it, it could be a greater success even – **Manuela Rossmar***
- *We need more of this and to run more workshops with wider choices – **Marcel Hirshman***
- *The team work well together to provide a service that is making a difference – this is evidenced by the client who attends my service – the number of support given over the period of time have reduced which shows they are becoming more independent. I would like to see the continuation of the Deaf Achieve project delivery – **Nicole Campbell***
- *More adverts via Facebook / translated in BSL for each workshops – **Alisa McGilp***
- *I constantly refer service users to the Deaf Job-club but do not receive any feedback. I am not aware of any service users who have been successful in finding employment. Regular feedback would be helpful – **Katie Dyne***
- *I think a better publicity about this project and a wider area - **Marcel Hirshman***
- *To be available to a wider area – Deaf people lack access to opportunities like this – **Pauline Latchem***
- *I only became aware of the project really when I took on responsibility for the Health and Wellbeing portfolio within the library's offer. I feel the project could be more visible to library staff and library users and wider members of the community – **Rhonda Brooks***

6.32 Project Managers' Feedback

With a focus on providing evidence of the achievement of outcomes highlighted at **Section 5.2**, and unexpected outcomes, the following is a summary of feedback from the **RAD** Project Managers.

Outcome 1. Deaf people who are some distance from the workshops will become more employable by learning skills and attending job clubs.

'We feel that we have supported many of our clients to become more employable through the provision of our English, Maths and IT Workshops. Many of the clients that engaged in the DA project at the start, were not able / confident to use a computer leaving them unable to independently job search. Through support at the job clubs, this improved and clients eventually became self-sufficient in terms of knowing where to start their job searches. We delivered workshops / courses with deaf tutors where possible, this gave our clients full access to information and whilst these workshops / courses were not accredited, attending our opportunities developed confidence enough to enable some clients to engage in formal training at college.

One client registered for an IT course and others have started English and Maths courses. We arranged several volunteering opportunities which demonstrated to our clients the benefit of using their time in this way, developing their confidence, skills and CV in the process. It would have been nice if we had of been able to support more clients into actual employment, however given their starting place upon entering the project, we feel we have definitely supported our clients to move further forward and to become more independent in their own job searches'.

'Most clients came to the job club with no CV, or one that is out of date. We supported them to create a new CV or to update their old one. The clients found it difficult without our support as they do not understand how to produce and layout an effective CV. Most have a significant barrier to written English so they struggle to articulate what they need to put across to a potential employer. We spent many hours working collaboratively on their CV because they are often unable to recall information from their work history – they do not remember company names, location or dates that are vital. Also details of their qualifications, and school history. Brainstorming and researching this can easily lead to 2 or 3 appointments being dedicated to completing their CV.

We were able to identify some of our clients that had the potential to become volunteers supporting the Deaf Achieve project. This in turn improved their skills, helped build their confidence and ultimately added something to their CV. This clearly illustrates how some clients made a positive change when they become a volunteer'.

Outcome 2. Deaf people who are isolated (e.g. young, black minority, ethnic refuges (BMER), new parents) will have more opportunities to socialise and make friends.

'Upon launching the project, and through our early steering group meetings, we identified the need to reduce isolation amongst all groups, regardless of age/ religion etc, all of our workshops and clubs were open to anyone who was deaf and living in the project footprint, even to those who were over the age that we were aiming to support.

We quickly found that clients would strike up new friendships by repeating attendances at workshops, many exchanged numbers and all benefitted from peer support. Some clients would aim to meet before workshops to travel together and often stayed behind after workshops / events to socialise.

On reflection, perhaps we should have arranged more events that were specifically for refugees/ those whose first language was their native countries sign language to enable smoother communication in a relaxed environment, some clients did struggle to communicate on some occasions however, the team were very well equipped to try to overcome some of these barriers. Deaf Achieve certainly succeeded in increasing the number of social opportunities for the deaf community and as such, we feel confident that many of our clients became less isolated. I (Natalie) remember meeting two clients in the first year of DA, both were very isolated- one due to lack of confidence with travel and the other due to not knowing where to go/ what to do with his time.

Almost three years on and both of these clients are regular attendees at the DA events, one has also started to go out regularly, the other became a volunteer, now supporting others with travel through our tube group'.

Outcome 3. Deaf people will have better access to health information and use it to make healthier choices in their lives.

'Accessing health information in British Sign Language is extremely difficult, Deaf Achieve really helped to bridge this gap through provision of our monthly workshops covering different health topics each month. Professional representatives from health organisations were sourced and interpreters booked for the events. We obtained a lot of feedback from our clients in regard to what topics they would like covered and as such, our workshops were well attended. A lot of our clients reported an increase in learning from attending the workshops and were able to make decisions that would aid in improving their health, such as reducing salt in their diet, getting a healthy balance of fruit, vegetables and exercise etc. One client felt fairly isolated when we first met him and registered him with the DA project, after some time of him attending various workshops, he (and we) saw an improvement in his confidence. He also started to play badminton regularly, despite being the only deaf member in the group. He felt that this helped him to feel more confident, lose weight and generally feel healthier. A second client also started to regularly attend a gym, something she was not confident enough to do before engaging in the DA project'.

'Through our workshops we have explored a wide variety of topics; including a 'Healthy Heart' Workshop. This particular session helped to explain how much sugar is in our everyday fizzy drinks, and snacks like flapjack (which is often seen as a healthier alternative). The clients learnt that they could make better dietary decisions by reducing their intake of fizzy drinks and stop eating high sugar snacks like flapjack, whilst cutting out sugar in tea altogether. These changes have made a real impact on their understanding of diet and will ultimately improve their health, wellbeing and heart'.

Outcome 4. Deaf people will be more independent: able to travel, manage money, and Choose how they live.

'Independence comes from learning to be self-sufficient, thinking and acting for oneself, being able to access information to make these decisions is vital to becoming independent. We identified a lack in provision in safety information- things like fire safety at home and how to manage in a power cut, we tackled this lack of provision through our own workshops enabling our clients to make independent decisions on how they chose to live. Support to understand the complex tube system in London was also provided, at the start, clients were very much "led" by DA staff to final destinations, over time, it was clear to see the improvement in client's confidence, often with a member of the group taking the lead.

One client who was not necessarily nervous to travel, but had great difficulty reading a street map often wandered around for ages until luck would help him to find his final destination (this happened at our first steering group meeting where he arrived 30 minutes late and only found the venue through text support from the DA team). We spent time with him, meeting him at tube stations and handing him a map, supporting him to learn how to find venues, it took a few sessions but he was then able to travel more independently as a result of this support. We were somewhat naïve when it first came to delivering our financial capability training, especially to clients in the London area. It soon became apparent that we need to go back to basics, to help our clients understand what a current account is for example, a debit card versus a credit card. We spent time creating a visual presentation to support development and also created "Mini quizzes" for clients to complete without the pressure of having to sit through a full workshop. All the quizzes were aimed at improving their knowledge and understanding of money, through the frequency of these quizzes, clients were soon able to support each other to complete these and a noted improvement in financial awareness was shown. The Essex clients were more advanced with their financial capability so we adapted presentations to match their needs, this ability to deliver workshops that truly met clients' needs in their first language was a huge success'.

'We set up Driving Theory Workshops in Essex and London in order for clients to build their confidence and grasp a better understanding of what it entails. We delivered the workshops with a BSL tutor allowing our clients full access to information in their first language. As well as covering theory at these workshops, we also explained to our clients that test centres can provide a BSL interpreter for their theory test – something many clients were not aware of.

What unexpected challenges / opportunities have occurred / how has the Project adapted to meet such?

'We linked in our tube travel group with visiting a place of interest in London- landmarks, museums etc. through our communications with some, it helped these organisations to notice a gap in their own provisions- with tours not readily available in British Sign Language. The Tower of London and Wimbledon both went on to set up their own BSL guided tours following our visit which was a huge step forward towards greater accessibility.

The health groups also proved to be a “thinking point” for presenters- many of whom had not supported a deaf client before and many of whom who equally had no provision in place to be able to support the deaf community. An independent Optician delivered an eye health workshop and openly admitted that he wasn’t sure how/ who would pay for an interpreter should a deaf client visit his practise. He made some enquires following our workshop and fed back to us with a clear response on who’s responsibility it was, he shared this with other practices in the Essex area and was very grateful for being made aware of this provision.

We were met with challenges with client numbers in the Suffolk area. This was a new area for RAD and despite regular promotion and networking, we struggled to maintain good numbers at workshops and encountered great difficulty in obtaining clear communication with the Job Centre there. Towards the end of year three, we made the decision to stop running workshops in this area to enable us to focus on London and Essex where client numbers continued to increase.

There was an initial slow uptake with our provision for financial capability support. As mentioned above, we overestimated the level of information that we needed to be pitching our workshops at so had to work quickly to adjust these- finances are a very private subject and as the deaf community is very small, clients were slow in coming forward for support in the area. That is when we started to introduce the quizzes to allow a more private way of learning with staff support available.

We noted a clear difference in client ability from London to Essex. Essex clients seemed to be more independent and able to do things such as job searches on their own, with support requested with application forms/ understanding a job role. In London, there was a clear difference, with many clients not even sure how to open their emails/ what website to use when job searching/ what a CV was. This meant that time at the job club was often spent supporting clients to use a computer, repeating this process each month to develop skills. It took a lot of time to support the London clients to get to a place where they were able to direct themselves to a job search website page and then ask for support to understand the English used. Having identified this issue, we set up a series of IT workshops throughout the project to enhance skills and confidence. It led to a slow start in terms of clients being successful in finding work, we turned our focus to arranging more volunteering opportunities as a more immediate way to develop skills and experience’.

Additional Comments

‘We initially started the project with steering group meetings, to obtain ideas from clients as to what workshops they would like/ felt was required. It became increasingly difficult to arrange the steering group meetings, we would invite new clients in to replace others that had obtained work, yet it was very hard to make clients understand what “Steering Group” meant.

We had to change the way we collected ideas and feedback, taking a more informal approach asking for suggestions at the end of workshops. This led to a much more fluid way of collecting suggestions and as a result the numbers attending the workshops were good’.

7.0 Observations

7.1 Introduction

The following is a summary of observations of events arranged in London and Chelmsford, during which the evaluator acted as a 'fly on the wall', primarily observing interactions between consultant deliverers of the workshop and service users, and interactions between the service users themselves. As previously, BSL interpreters kindly supplied by **RAD** were successfully utilised to enable effective communication and understanding of what was going on at the workshops by the evaluator.

7.2 Confidence Workshop (London, June 2016)

- The venue appeared ideal in terms of accessibility, privacy and fit for purpose – close to a tube station and other transport links, lots of [friendly] members of the public about, a cafe on site, and clean, easily accessible toilets / amenities etc. Much appreciated buffet lunch provided
- The quality of support in terms of staffing levels, written materials and the provision of BSL interpreters was extremely high and noticeable
- A thorough and meaningful briefing prior to the workshop – e.g. Health & Safety issues and introductions
- There were lots of happy faces
- Confident workshop leader, who was himself deaf – this was clearly appreciated by the delegates
- Clear aims and objectives for the workshop, which was supported by notes of the power point presentation
- Positive involvement in the workshop by delegates, who were not afraid to ask questions and become involved in interactive activities
- Opportunities for all delegates to be involved in the workshop
- Useful and appreciated breaks during the workshop
- Overall extremely well delivered and clearly appreciated by the delegates – appropriate feedback forms handed out and completed



- Lunch provided a useful break and friendly ‘networking’ session between delegates and delegates and staff – with informal opportunities well taken to support delegates and explore how the Project could further support them

7.3 Job Club (Chelmsford, June 2016)

- The venue appeared ideal in terms of accessibility, privacy and fit for purpose – within a busy and vibrant library, with lots of [friendly] members of the public about, a friendly [affordable] cafe nearby
- Excellent communication links between the Library and Project staff, who appeared to know each other and had built up positive communication channels
- An informal and friendly atmosphere, which seemed to be appreciated by clients
- ‘Drop-in’ and appointment system in place for clients
- Excellent introduction to the Project by the **RAD** staff to a new client, covering all aspects of the Project, as well as the Job Club, with a menu of options offered
- Full use made of Library facilities, such as IT and meeting spaces, which, it is understood, had been freely provided by the Library



7.4 Anger Management Workshop (Chelmsford, June 2017)

- A thorough and meaningful briefing prior to the workshop – e.g. Health & Safety issues and introductions
- Open use of banners and marketing materials displaying Big Lottery logos (see photo)
- Positive / open communication between delegates and the BSL speaking consultant
- A relatively small and compact group, enabling open dialogue and a ‘safe’ and supportive environment
- Clear and well-received messages
- Careful and sympathetic use of delegates ‘life experiences’



- Positive and supportive communication between delegates as they shared life experiences to emphasise and 'bring to life' the subject matter being delivered by the consultant
- Although there were short periods of emotions becoming 'frayed' on individual levels, there was a happy and supportive atmosphere throughout the workshop and during breaks
- **RAD** staff on-hand to offer support to delegates

7.5 Maths Workshop (London, June 2017)

- A thorough and meaningful briefing prior to the workshop – e.g. Health & Safety issues and introductions
- Open use of banners and marketing materials displaying Big Lottery logos
- Positive / open communication between delegates and the BSL speaking / deaf consultant
- An energetic and knowledgeable consultant who demonstrated patience, empathy and understanding towards delegates
- Positive, two way and open communication between the consultant and delegates
- Supported by the consultant, evidence of peer support and shared learning between delegates
- Evidence of delegates 'getting it' as previously complex issues (to them) were carefully explained and unravelled by the consultant and, in some cases, their peers
- Extremely helpful use of 'real life' scenarios were utilised by the consultant, such as multi-pack, so called 'special offers' in supermarkets
- A happy and supportive atmosphere throughout the workshop and during breaks
- **RAD** staff on-hand to offer support to delegates



8.0 Summary of Findings

8.1 Introduction

With reference to the objectives of the evaluation outlined in **Section 2.0 (Terms of Reference)**, the following is a summary of findings.

8.2 Project Outcomes

It is clear from both quantitative and qualitative research findings that the Project has been an **impressive success** in terms of achieving outcomes outlined at **Section 5.2, Table 1**.

Table 1 Project Outcomes

No	Outcomes
1	Deaf people who are some distance from the workplace will become more employable by learning skills and attending job clubs.
2	Deaf people who are isolated (e.g. young, black minority, ethnic, refugees (BMER), new parents) will have more opportunities to socialise and make friends.
3	Deaf people will have better access to health information and use it to make healthier choices in their lives.
4	Deaf people will be more independent: able to travel, manage money, and choose how they live.

8.3 Project Indicators of Achievement

As outlined at **Section 6.2, Table 3**, indicators of achievement agreed with the Big Lottery have on the whole **been met, and in a number of cases impressively exceeded**.

8.4 Outcome One evidence of achievement includes:

- Statistical analysis, with a report of **1,377** visits by service users to the employability workshops / job clubs, **94** service users submitting job applications, **52** service users taking up volunteering or work placements linked to job opportunities (**Section 6.2 Project Returns**)
- Feedback from **RAD** survey forms, with service users for example reporting increased awareness of related topics covered (**Section 6.9 Independent Analysis of [Internal] RAD Surveys**)

- Service user feedback e.g. *'[As a result of the Deaf Achieve Project] I am positive about my skills, education and employment opportunities'* (**Section 6.18 Respondents Views About the Project; Sections 20 and 21 Wider Impact Workshops**)
- **Case studies (Section 6.24):**
 - *'I eventually took on a really meaningful role as a Family Support Worker at Frank Barnes Deaf School and was so proud to become a deaf role model for others, where I could share my own experiences and support parents as well as the young people.'*
Case Study 1
 - *They help me with loads of practical things at the Job Club with things like building my CV, looking for a number of jobs online, completing and submitting job applications. They have helped me to build up my IT skills and use of the English language. I am much more confident using and accessing emails and understand the importance of good communication skills – which I certainly lacked before I had support from RAD and the Job Club in particular.* **Case study 2**
 - *I feel much more employable and feel I have the skills and support to find the job that suits me.* **Case Study 3**
 - *Fortunately, I am receiving support from **RAD** Deaf Achieve, and come to the Job Clubs, where there is so much practical support with things like advice and support with job searching, using emails and things like life skills. They help with my English and the use of good grammar, which helps with being understood by others.* **Case Study 4**
 - *'I have not hesitated to seek support with getting back into work, and have, for example, been on supported electrical courses. I have found it difficult to communicate with support staff at the Jobcentre as they don't seem to have the resources to communicate with deaf people.* **Case Study 5**
- Partner Agency Members' feedback e.g. *'[As a result of RAD Deaf Achieve 2], Deaf Achieve service users are more employable as a result of learning new skills and attending job clubs'.* (**Section 6.28 Partner Agency Questionnaire Feedback**)
- 'On the ground' feedback from Project Managers (**Section 6.32 Project Managers' Feedback**)
- Wider Impact observations e.g. *excellent support provided to service users at Job Club* (**Section 7.3 Chelmsford Job Club**)

8.5 Outcome Two evidence of achievement includes:

- Statistical analysis, with a report of **264** service users attending group activities and events, **106** service users attending social and leisure opportunities and **200** service users reporting more and better friendships (**Section 6.2 Project Returns**)
- Feedback from **RAD** survey forms, with service users for example reporting increased awareness of related topics covered (**Section 6.9 Independent Analysis of [Internal] RAD Surveys**)
- Service user feedback e.g. *'[As a result of the Deaf Achieve Project] I mix well with other and make new friends easily'* (**Sections 6.18 Respondents Views About the Project; Section 19 Additional Comments; Sections 21 and 22 Wider Impact Workshops**)
- **Case studies (Section 6.24):**
 - *'On another level, RAD Deaf Achieve has helped me make new friends who are also deaf and we meet in our own homes as well as go out. I now have a social circle, which makes me feel so good about myself. As friends we help and support each other and continue to make new friends and new people.'*
Case Study 2
 - *'As a child I was so shy, which wasn't helped by being deaf. But now I feel as if a child has grown up. I am me and can get out and about, socialise and meet new friends.'* **Case Study 3**
 - *'I have also joined the Travel Club and travelled around lots. As a result, I have met new people and made new friends, and have get out of the house lots, rather than staying in. For example, I go to Church regularly and have even joined a gym.'* **Case Study 4**
 - *'I have a good social life now and lots of friends'* **Case Study 5**
- Partner Agency Members' feedback e.g. *'[As a result of RAD Deaf Achieve 2] Deaf Achieve service users are less isolated (e.g. young black minority, ethnic, refugees (BMER), new parents etc.) have more opportunities to socialise and make friends.'* (**Section 6.28 Partner Agency Questionnaire Feedback**)
- 'On the ground' feedback from Project Managers (**Section 6.32 Project Managers' Feedback**)
- Wider Impact observations e.g. *'Lunch provided a useful break and friendly 'networking' session between delegates and delegates and staff – with informal opportunities well taken to support delegates and explore how the Project could further support them'* (**Section 7.2 London Confidence Workshop**)

8.6 Outcome Three evidence of achievement includes:

- Statistical analysis, with a report of **136** service users attending health workshops and reporting improved knowledge of the topic, **136** service users planning to make healthy changes and manage their health conditions and **55** service users making a positive change to their health and wellbeing (**Section 6.2 Project Returns**)
- Feedback from **RAD** survey forms, with service users for example reporting increased awareness of related topics covered and clear commitments (see 'health tips') to make healthy choices (**Section 6.9 Independent Analysis of [Internal] RAD Surveys**)
- Service user feedback e.g. '[As a result of the Deaf Achieve Project] I have access to the health information I need to make healthy choices in my life' (**Section 6.18 Respondents Views About the Project; Sections 21 and 22 Wider Impact Workshops**)
- **Case studies (Section 6.24):**
 - *'I now feel my health and well-being has improved and I am no longer so stressed about things, and I am certainly no longer depressed and so worried about my life.'*
Case Study 2
 - *'As a result my health and well-being has certainly improved and I feel really good about myself and life in general.'* **Case Study 3**
 - *'I am much more confident about myself and now know how to look after myself. I was overweight before I received RAD's advice and support, but I am REALLY fit now and feel so good about my weight, appearance and general well-being. I have a good social life now and lots of friends – both as a result of RAD and those I have made myself as a result for example of going to the gym, playing badminton and walking such a lot. I have independence, and have positive views about my life and my future'*
Case Study 4
 - *RAD Deaf Achieves team are really good, and they are so calm and quiet when they help you. They understand where I am coming from and really recognise my achievements. As well as providing much needed practical support that others can't provide, they are so welcoming and lovely!' **Case Study 5***
- 'On the ground' feedback from Project Managers (**Section 6.31 Project Managers' Feedback**)

8.7 Outcome Four evidence of achievement includes:

- Statistical analysis, with a report of **68** service users attending training to travel by public transport or learn to drive, **106** service users completing financial capability training to manage their money and **102** service users feeling able to choose where, how and with whom they live (**Section 6.2 Project Returns**)
- Feedback from **RAD** survey forms, with service users for example reporting increased awareness of related topics covered (**Section 6.9 Independent Analysis of [Internal] RAD Surveys**)
- Service user feedback e.g. '[As a result of the Deaf Achieve Project] I manage my money well and pay bills, am able to travel on public transport well and feel I have more choice where, how and with whom I live with (**Section 6.18 Respondents Views About the Project; Sections 21 and 22 Wider Impact Workshops**)
- **Case studies (Section 6.23):**
 - *'I have joined a Tube group and I have more confidence using the tube and public transport. We have been on visits to Tower Bridge, Wimbledon and Wembley using the Tube'. **Case Study 3***
 - *'I have so much more confidence! My self-esteem has grown and I feel so much better about myself. As a result, I am looking at self-employment, which is something I never would have considered before I received support from Deaf Achieve. We are looking at how to manage my money and accounts and things'. **Case Study 4***
- 'On the ground' feedback from Project Managers (**Section 6.31 Project Managers' Feedback**)

8.8 Good Practice

In no particular order, the following good practice is noted:

- **RAD's** delivery model and vast experience in providing support and services that Deaf people **want** and **need**, which includes all front line workers fluent in sign language (**Section 4.2 RAD's Model**)
- **RAD's** wide ranging 'offer' to Deaf people, which includes Information, Advice & Guidance; Advocacy; Children & Families; Youth & Transition; Employment & Skills; Social Care & Community Support; Interpreting & Communication Services; and Community Development (**Section 4.3 Services**)

- Linked to **RAD**'s vast experience and knowledge, impressive research carried out by **RAD** prior to Project implementation, establishing clear and unambiguous 'need' for the Project, which significantly includes consultation with Deaf people / service users, which for example has established that the best way for Deaf people to learn is to work in small groups (**Section 4.6 Need**)
- Good practice and lessons learned from successfully delivering the previous Big Lottery funded *Deaf Achieve Project* (**Section 5.1 About the Project**)
- Realistic and appropriate Project outcomes agreed with the Big Lottery (**Section 5.2 Outcomes**)
- A flexible approach, supported by highly competent Project Managers with a 'hands on' understanding of the value of learning from and adapting to 'on the ground' feedback from service users and circumstances as they occur; which has enabled the delivery of a highly successful Project that has constantly met and adapted to the needs and ever changing demands of service users (**Sections 6.2 Project Returns (Notes), Section 6.9 Independent Analysis of [Internal] RAD Surveys, Section 6.31 Project Managers' Feedback;**)
- Multi-Agency links (**Sections 6.3 Multi-Agency Referrals and 6.24 Partner Agency Feedback**), with positive examples of positive multi-agency partnership working / two way referrals
- Innovative Job Clubs, workshops and initiatives, delivering what service users need and value (**Sections 6.4 Job Clubs, 6.5 to 6.8 Workshops and Social Activities; Sections 6.18 and 6.19 Respondents' Views about the Project / Additional Comments**)
- Positive evidence of the delivery of an inclusive Project, no matter for example what gender, ethnicity or age of service users (**Sections 6.10 to 6.12**)
- Positive evidence of reaching those most in need of the Project, such as those who are unemployed (**Section 6.13 Employment Status of Respondents**)
- Friendly, supportive, committed, caring, highly experienced and trained RAD staff, workshop leads and support staff, who have a clear and empathetic understanding of Deaf peoples' needs, challenges and aspirations (**Sections 6.18 and 6.19 Respondents' Views About the Project / Additional Comments**)
- Excellent and innovative use of accessible and cost effective local community based locations such as local libraries to deliver Project activities (**Sections 7.2 to 7.5**)

8.9 Suggested Areas for Improvement

Reference is made to **Sections 6.19** and **6.31**, which highlights feedback from service users and partner agency members:

- Enabled by renewed funding extension, expansion of the Project beyond the current funding period
- Building on successful outcomes, continued delivery of what service users value and clearly need
- Enhanced 'marketing' / publicity and information sharing about the Project / RAD activities

9.0 Recommendations

9.1 Introduction

Based on research findings the following recommendations are tendered:

1. Building on service user, partner agency and Project Managers' feedback and findings highlighted by this report, **RAD** should continue to utilise its vast experience and excellent in-house skills to understand, monitor and feedback on 'what works' in relation to meeting the ever changing needs and demands of Deaf people.
2. Building on the success of the Project, and demands from service users, consideration should be given to continuation of the model of providing bespoke support to Deaf people in areas associated with health, well-being, employability and general 'life skills'.
3. Such support should continue to be aimed at small groups and delivered in local communities, in venues such as local libraries and other easily accessible meeting places.
4. Opportunities should be taken to share the successes of the Project, with an emphasis on:
 - a. Congratulating and thanking Project staff, support staff, volunteers, workshop contributors, partner agency members and service users for a '*job well done*' in relation to the successful delivery of Project outcomes;
 - b. Sharing Project achievements and good practice with other organisations, projects and initiatives at local, regional and national levels.

Appendix A

Workshop 1 (London)

Q1. What is your biggest frustration at the moment?

- Many people are conjunction full by train and travel x3
- Communication x 2
- Stress, upset, angry x2
- Frustration train
- Phobia crowds tube / station
- Job
- Trying to lose weight
- Films

Q2. In what way does the project help to tackle that frustration?

- Calm, positive, relax, confident x4
- Relax of stress x3
- Calms me
- Advocacy
- Provision of interpreters
- Healthy eating workshops

Q3. In what way could the Project do more to tackle that frustration?

- Advice x3
- Gym, swim, badminton x3
- Need more workshops & activity, fun sports x2
- Exercise classes x2
- Sport
- Film subtitles
- Confidence
- Dissolve the problem, talk discuss needed

Q4. What is your biggest achievement this year?

- RAD x3
- Volunteering x2
- Volunteer - health issues, fire safety, first aid
- Attending stress management, customer service, confidence, first aid, Health & Safety
- Improve travel / holiday
- Trying to cook – understatement

Q5. In what way has the Project played a role in that achievement?

- Group travel x2
- Hygiene workshop x2
- Travel Transport x2
- First Aid x2
- Fitness, tube travel, sightseeing x2
- Understanding where to go, read, check in or out
- Class – teach BSL

Q6. What is on your 'to do' list this year?

- Training / learning x2
- Jet ski, Roller skate, visit museums x2
- Gym, Babington. Table tennis x2
- Cooking, social care, pregnancy and mother, food hygiene, stay safe x2
- Travelling in London
- Getting jobs, outing, travel
- Activity gym (leisure)

Q7. In what way could the Project assist you with that list?

- CV and job / employment – help do list x3
- Improve, change life style x2
- Job club x2
- Money, CAB advise, Bank – financial
- Advocacy, how to take medicine, mortgage – shared ownership, Birth, Marriage, Death
- Travelling – help me being independent
- Learn old people

'Wish List'

- Buy a house x2
- Help, listen & communicate x2
- Caring old people x2
- Fitness workshop – cycling, swimming, badminton x2
- Help me become more confident
- More money, wages
- I wish to have a hearing dog for deaf next year
- Helicopter sight -seeing tour
- Air Balloon, bungee jump

Appendix B

Workshop 2 (Chelmsford, Essex)

Q1. What is your biggest frustration at the moment?

- Unemployment x3
- No communication x2
- Loudspeakers

Q2. In what way does the project help to tackle that frustration?

- RAD Job Clubs & interpreters x2
- More information x2
- English grammar x2
- Computers / IT to look for jobs x2
- General support x2

Q3. In what way could the Project do more to tackle that frustration?

- More understanding [of challenges] x2
- More support with confidence x2
- More computer access to look for jobs
- Local newspapers for jobs

Q4. What is your biggest achievement this year?

- Family reunion x2
- New home
- Joined darts and dominoes team

Q5. In what way has the Project played a role in that achievement?

- Confidence to join a pub team X2
- Meet people x2
- Health workshop – need to know about what's it about x2

Q6. What is on your 'to do' list this year?

- Social club (Regular) x2
- Get together group x2
- Become a Delivery Driver x2
- Holiday in July
- Events or Bingo

Q7. In what way could the Project assist you with that list?

- Library – learn to use PC for jobs x2
- Home improvements x2
- Motor Cycle Club x2

'Wish List'

- Win the Lottery x2
- Own a Harley Davison x2

Appendix C



PRIZE DRAW – WIN A £25.00 VOUCHER

Thank you for taking the time to complete this short questionnaire, which will be used to independently evaluate the Big Lottery funded **RAD Deaf Achieve Project**.

Personal Information

Name **Contact Phone No.**

Gender Male Female

Ethnicity

Age..... **Postcode**

Are you: Working Not working Volunteering Student Other

Where do you go for Deaf Achieve events? (Please tick **all** that apply)

London Essex Suffolk

Section 1 – Use of the Deaf Achieve Project

How often do you go to the Deaf Achieve activities (e.g. workshops, job clubs, health group, tube group)

Once a week Two times a month Once a month Not very often

Why do you visit / plan to receive support from the Project? (please tick **all** that apply)

To improve my skills

To go the job clubs and help find work

To socialise / meet new friends

To get health information, support and activities

To become more independent / manage my money better / travel confidently

Confidence building

Other (please specify)..... **Please turn over**

Section 2 – (If appropriate) What do you think about the following regarding the Deaf Achieve Project?

(1 – low; 5 – high; 0 – no views)

Activity venues are easy to get to and accessible	0 1 2 3 4 5
Deaf Achieve staff are friendly and helpful	0 1 2 3 4 5
Deaf Achieve staff communicate well in British Sign Language	0 1 2 3 4 5
I would tell my friends and family about the Deaf Achieve Project	0 1 2 3 4 5

What are your views about the following? As a result of the Deaf Achieve Project:

(1 – low; 5 – high; 0 – no views)

I am positive about my skills, education and employment opportunities	0 1 2 3 4 5
I mix well with others and make new friends easily	0 1 2 3 4 5
I have access to the health information I need to make healthy choices in my life	0 1 2 3 4 5
I manage my own money and pay the bills	0 1 2 3 4 5
I feel able to travel on public transport well	0 1 2 3 4 5
My general health and wellbeing has improved	0 1 2 3 4 5
I feel I have more choice where, how and with whom I live with	0 1 2 3 4 5
My overall confidence and self-esteem has improved	0 1 2 3 4 5

Section 3 – What are three things are really GOOD about the Deaf Achieve Project?

- 1.
- 2.
- 3.

Section 4 How do you feel the Deaf Achieve Project could be improved?

Anything else you wish to add? (Please continue on a separate piece of paper if necessary)

Appendix D



Thank you for taking the time to complete this short questionnaire, which will be used to support our independent evaluation of the Big Lottery funded **RAD Deaf Achieve Project**.

Section 1 - About You

Name _____ **Job Title** _____

Organisation _____

Phone Number _____ **Email** _____

Please indicate the areas where you operate (*Please tick **all** that apply*)

London Essex Suffolk

Please briefly describe the role and functions of your organisation:

Section 2 – Awareness of the RAD Deaf Achieve Project (1 – low; 5 high; 0 no views)

I am aware of the aims and objectives of the Project 0 1 2 3 4 5

Staff and team members are approachable and helpful 0 1 2 3 4 5

Activities, initiatives and support facilities are generally accessible to service users 0 1 2 3 4 5

The Project has a role to play in supporting the needs of deaf people 0 1 2 3 4 5

The Project is supporting the aims and objectives of my organisation 0 1 2 3 4 5

Where did you initially hear about the Deaf Achieve Project? (*Please tick **all** that apply*)

RAD Within my own organisation From a colleague / partner agency member

Other source (*Please indicate*):

Section 3 - Project Achievements

As a result of the RAD Deaf Achieve Project service users:
 (1 – low; 5 high; 0 no views)

Are more employable as a result of learning new skills and attending job clubs etc.	0 1 2 3 4 5
Are less isolated (e.g. young, black minority, ethnic, refugees (BMER), new parents etc),and have more opportunities to socialise and make new friends	0 1 2 3 4 5
Have better access to health information and are using it to make healthier choices in their lives	0 1 2 3 4 5
Have become more independent by:	
Being able to travel more	0 1 2 3 4 5
Managing their money better	0 1 2 3 4 5
Choosing how they live	0 1 2 3 4 5
Other (<i>Please indicate</i>):	

Section 4 (If appropriate) – How do you feel the Project could be improved?

Section 5 – Anything else you wish to add?

Please email responses and / or further information to **Edwin Lewis**, Director, Wider Impact Consultancy, edwin@widerimpact.com

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