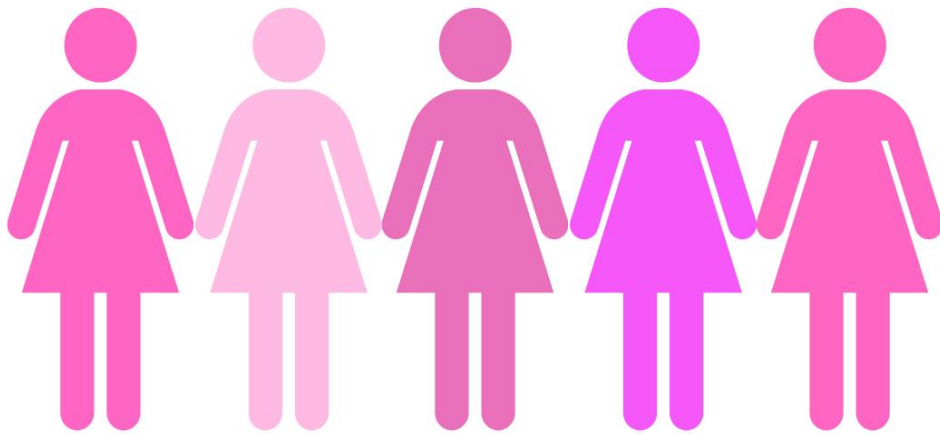


PROJECT 1325

FINAL PROJECT REPORT

1ST NOVEMBER 2016 – 31ST MAY 2020.



Independent
Can Do Positive
Braver Confident
Self Aware SAFE
Creative Good mum
Hopeful **Assertive**
Optimistic





WomenCentre Limited: National Lottery Project ID: 10275394

Final Project 1325 Report (1st November 2016 - 31st May 2020)

1. Introduction

WomenCentre's Project 1325 was funded by the National Lottery's Women and Girls Initiative between 1st November 2016 – 31st May 2020, to provide girls and young women aged 13-25 years living in Calderdale and Kirklees in West Yorkshire, with a range of

early intervention approaches focussing on times of distress and significant transitions in their lives. Frontline delivery was provided by two full time Project workers, one based in each geographical area.

Project 1325 **built on key elements of our past work** shown to support positive change in women's lives including:

- Providing holistic support and guidance at a critical time. We respond to the needs of girls and young women who are responding to the traumas they have faced.
- High quality engagement and support, offered by a skilled, committed key worker, who is in turn properly supported.
- Multi-agency buy-in at operational and strategic levels, allowing for effective referral pathways in and out, and shared learning.
- Co-production of services and delivery with girls and young women themselves.

Project 1325 has achieved its aims, which were:

- Girls and young women will be empowered to cope better with the challenges they face and avoid crisis.
- The voices of girls and young women will be heard and their needs better understood, for the benefit of others and of the services designed to help them.
- The value of early, preventative interventions will be robustly evidenced.
- WomenCentre's organisational systems will change based on learning, leading to services that are more flexible and responsive, e.g. Project 1325 developed and tested the use of social media with girls and young women in a way that is new to WomenCentre.

This report provides an overview of Project 1325 including:

- A summary of activities (pages 3-7)
- Coproduction: girls and young women's involvement in shaping the Project (pages 8-9)
- Girls and young women benefitting from the Project (pages 10-14)
- Outcomes and Impact: the difference the Project has made (pages 15-18)
- A Finance Report: a summary of Project budget and expenditure (page 19)

2. Summary of Project Activities

2.1 Trauma Informed Casework Support

Project 1325's two experienced and skilled workers supported 169 girls and young women through 1:1 trauma informed casework, 84 in Kirklees and 85 in Calderdale. Support ranged from a few months to over two years. Of these 130 (77%) successfully completed their work with the Project, achieving positive outcomes, developing and regaining independence and increasing their ability to cope in the future.

Casework included a range of person-centred, holistic and flexible emotional, practical and mental health support, and a focus on confidence and self-esteem and relationships. A significant amount of work was successfully undertaken to re-engage girls and young women with school, gain university places and work opportunities and supporting girls before and after they accessed CAMHS.

The workers also spent significant amounts of time arranging and supporting girls in meetings and liaising with other professionals, e.g. schools and psychologists/CAMHS. **Section 4 below provides** more information about the support provided. In all aspects of our work close attention was paid to ensuring that the safeguarding needs of the girls and young women supported and their children were met. To enable this the workers received regular reflective supervision and support.

Learning Point: The support of a trusted and skilled worker who listens to what girls/young women say, does not judge or blame them and works at their pace and holistically (not time limited and criteria-based), delivered in a safe women-only space, is vital to successful work with and outcomes for girls and young women.

This learning from our 34 years experience of working with women was confirmed by the recently published WGI National Evaluation Report *"Why Working with Girls and Young Women Matters"* that Project 1325 contributed to alongside 11 other National Lottery WGI funded organisations.



Overview of Young Women's participation



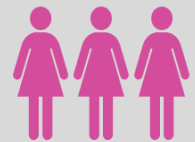
169 trauma informed 1-1 casework

130 (77%) successfully completed

61

participated

Confidence & resilience courses



19 peer group (school) support
25 peer social activities
7 participated in 2 day residential

3

met our National Lottery Officer



followed us on Instagram **140**

social media focus group **11**

completed online survey **60**

3

shared the impact of Project 1325 via video



9 engaged with our external evaluator

3 co-recruited the evaluator **3**

2.2 Group Based Courses

Over the lifetime of the Project 61 girls and young women benefitted from participating in short groupwork based courses. 35 of them also accessed 1:1 casework and 26 were referred directly to the Project's groupwork courses.

In 2017 (Year 1) 5 girls participated in a Healthy Relationships course, developed by our Kirklees worker in response to the specific needs of some the girls she was supporting.

In 2018 (Year 2) 8 girls participated in Confidence and Self-Esteem courses and 9 girls participated in Positive Body Image courses. These four-week courses were co-written by two students on placement from a Youth & Community degree course at the University of Huddersfield, and co-delivered by the worker, a student and a volunteer in each locality. 6 girls participated in poetry writing workshops with Lisa Luxx, a local poet whose work has been published internationally.

In 2019 (Year 3) in Kirklees partly due to referrals exceeding capacity, leading to a long waiting time to access support, and partly due to the nature of referrals, the worker re-developed the courses taking into account feedback from girls and young women. She based them on #My Sense of Self to address some of the key issues faced by GYW.

This was piloted with girls and young women in November 2018, co-facilitated by a young woman, and then further developed based on feedback. This led to three courses (each 2 x 2-hour sessions) being designed. They can be completed as stand-alone courses or as one 6-week course. The modules included:

- #My Sense of Self (Confidence and Body Image)
- Healthy Relationships and Boundaries and
- Mental Health and Wellbeing.

30 girls and young women from across Kirklees participated in these courses over the third year. Some accessed one course and others accessed two or all three courses.

In Calderdale in 2019, 3 girls participated in three craft/creative sessions with a facilitator from Verdi de Gris and the Project 1325 worker ran a Confidence workshop for 6th Form girls, as part of one School's celebration of International Women's Day. The workshop was very successful. The 6th Form girls asked to be given space to continue discussion around issues they identified as important to them. They were also keen to share their knowledge and experience with younger members of the school by offering peer group support (see 2.3 Peer Support below).

Learning Point: Some girls and young women have really benefitted from groupwork and space to discuss and explore issues that matter to them and impact on their lives, learning with and from their peers. This requires skilled facilitation by a worker to keep the groups safe and ensure everyone has a chance to speak and be listened to. We will build this approach into future projects.

2.3 Girls Supporting Girls - Peer Support

Based on feedback following a Confidence workshop at one High School in Calderdale a consultation group was set up consisting of four 6th form girls, a teacher and the Calderdale based Project 1325 worker.

The 6th form girls were keen to give peer support in a group setting to Year 7 and 8 girls, based on what they would have

benefitted from at that age. The consultation group discussed the word Feminism, what it means and misconceptions about what it means. They also wanted to offer younger girls support around exam pressure and parental pressure around doing well. The group called the peer support group *Girls Supporting Girls*. The girls worked hard, producing posters and advertising the sessions throughout the school.

19 Year 7 girls attended the first session, which focused on what they wanted to get from the group. The issues raised were:

- Confidence – not feeling confident in front of friends and weight issues.
- Acting differently, not being their real selves due to social pressure.

Following the first session the worker liaised with a WomenCentre Senior Manager and the Teacher to agree what needed to be put in place to ensure group sessions were

Learning Point: Giving girls space to support one another is very powerful but needs structure. Discussions need to be managed skilfully and follow up support must be available in case any specific issues are raised.

2.4 Social Activities

In Year 2, 11 girls attended a couple of social activities - a Picnic in the Park and a Halloween Party which they enjoyed.

In Year 3 girls in Kirklees requested a regular social evening. 14 young women co-facilitated and participated in these social evenings. Some had completed 1:1 or group support and used the social evenings to stay connected and keep moving forward. Others were still accessing 1:1 support but benefitted from these peer support opportunities.

The girls' increased confidence was evidenced in November 2019 when they held a talent show and performed in front of each other.

Learning Point: Giving girls space to have fun, socialise and benefit from peer support is important, as evidenced by the success of the Kirklees social evenings. The young women decided the topics and organised the evenings, with the worker ensuring the evenings were safe and inclusive. This will be further developed in Project 1125, our new National Lottery funded continuation project.

2.5 Residential

7 girls participated in a two-day residential at Horton-in-Ribblesdale Women's Holiday Centre in April 2019. The itinerary included confidence-building activities, chores e.g. cooking, a facilitated walk up Pen-Y-Ghent and a movie night.

well-managed in the future and to source training for the 6th form girls. A Group Agreement was developed and agreed by the girls and it was agreed that teachers would be available to help and signpost if girls made any disclosures in future discussions.

Further sessions included gender specific issues e.g. periods; and transgender, sexuality and women-only spaces. The presence of the worker was important to provide advice and support and to de-brief the 6th formers.

Peer Group Development:

There is a clear need for this type of girl-only space and discussion in secondary schools. We have built this development into Project 1125, our new National Lottery funded continuation project. Based on feedback from girls so far topics for discussion are likely to include:

- Feminism – what do young women think of when they say/hear this word?
- Body Image – appreciating different body shapes and learning to love yourself.
- Social Media – its power and impact and using it more safely.
- Relationships/Friendships – what is a good friend, how to deal with fallouts and what do you want from a relationship?

Although this was a major undertaking in terms of planning, risk assessments, consent, liaising with Holiday Centre staff, parents and girls, arranging transport and girls signing a contract of participation; the feedback from the girls (on the next page) highlights it was worth it!



**The best escape I've ever had...
I would do it over and over again.**

**New holiday! New friends!
New family! It's encouraged me to be more
open and I feel like I've done well...**

**Been a pleasure to spend these last 2 days
with you all – so inspirational and such
strength – together and on your own!**

**It has been a great experience for me, I feel empowered,
the girls have been amazing.
We have all learned things about ourselves and come
together as strong independent women – GO 1325!!!"**

**An escape – I enjoyed it and made new friends
and climbed a mountain, yay!**



2.6 Social Media

In Year 1, 60 girls completed an online social media survey that helped us to shape our approach. We launched our Facebook and Twitter accounts on 7th July 2017 and our Instagram account on 9th February 2018. We held regular review meetings to monitor who our followers were on each platform and tailored our content accordingly. 11 girls participated in social media focus groups.

We observed and were responsive to trends in terms of followers, engagement and events and took part in global hashtag campaigns, e.g. #mentalhealthawarenessweek and #IWD2019. We will develop our use of social media more over the next 3 years in our continuation project (Project 1125).

By the end of the Project we had:

- 140 Instagram followers

We used Instagram in direct response to our learning as the Project progressed that girls and young women increasingly use this platform. Most of our Instagram followers were girls and young women who engaged with the content we posted.

- 445 Twitter followers:

<https://twitter.com/Project1325>

Our Twitter followers were mainly professionals or other organisations and projects. Twitter worked as a platform for sharing information about the issues Project 1325 has focused on.

- 179 Facebook followers:

<https://www.facebook.com/Project1325/>

Our Facebook followers were a mixture of professionals from organisations who work in the third sector, WomenCentre colleagues and their friends and family.

2.7 Sharing Learning

Over the lifetime of the Project we have participated in 9 opportunities to meet with other women’s organisations funded by the National Lottery’s Women and Girls Initiative. We have valued the have space for discussion around topics and themes relevant to working with girls and young women, both to share our learning and to learn from others.

We are proud of our contribution to:

Two Action Learning Sets, one focused on why Women Centres are important that led to the publication of **“Why Women Centres Work. An evidence briefing”** in May 2019”; <https://www.tavinstitute.org/news/why-womens-centres-work-an-evidence-briefing/>;



and the other focused on working with girls and young women that led to the publication of

“Why Working with Girls and Young Women Matters. An Insights Briefing.” in November 2019.

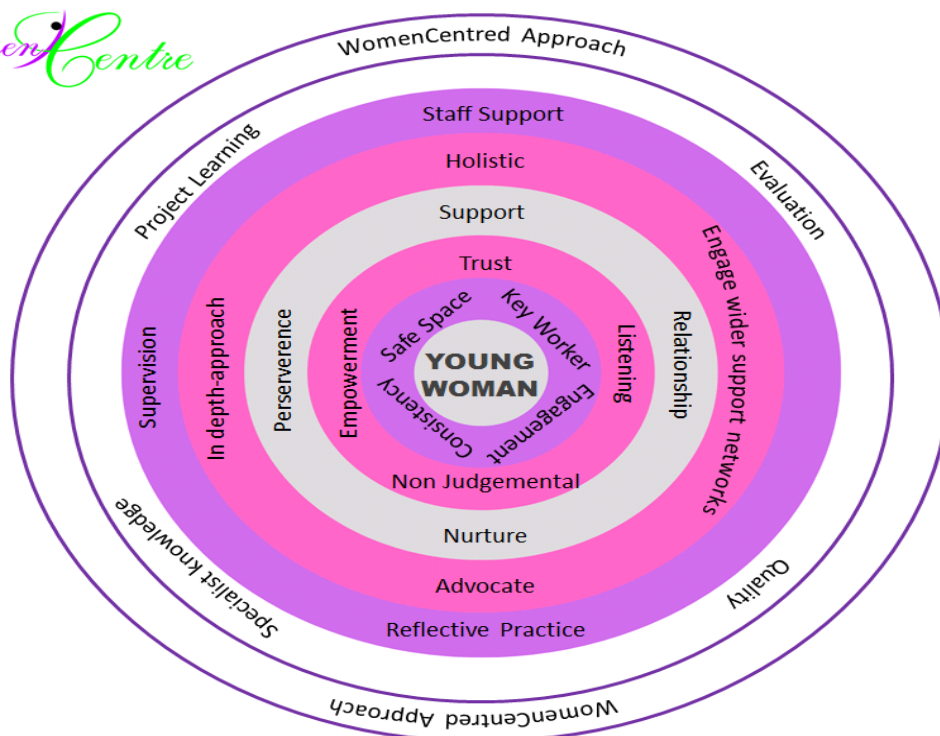
<https://www.tavinstitute.org/news/why-work-with-young-women-and-girls-matters/>

A Workshop on Feminist Approaches to Mental Health that led to a report which will be published in mid-2020, in which WomenCentre is cited as an example of good practice.

National Lottery WGI Workshop in Leeds in 2019 where the Project Manager and our CEO delivered a workshop on our model of women-centred working with girls and young women (see below).

Evaluation Good Practice Case Study - our approach to Project 1325’s evaluation has been used as a good practice case study, written by Sue Botcherby of DMSS and published in a Thematic Report to the National Lottery.

We will share learning from these reports, Project 1325’s Evaluation Report and our continuation Project 1125, through conversations and learning events with commissioners and other stakeholders over the coming years.



WomenCentre’s Model of Working With Girls and Young Women

3. Coproduction with Girls and Young Women

3.1 Women-centred Co-produced Support

We worked with girls and young women from their starting point, listening to their needs, hopes and aspirations and building on their strengths. Girls and young women were

able to engage at their own pace and be supported in a way that suited them, rather than fitting into the worker's agenda. This is evidenced in our External Evaluation Report.

“The Project's support utilised the WomenCentre's women-centred and trauma-based ways of working. The Caseworkers and the young women worked together to help the young women to identify the issues in their lives, how they wanted to address them, and the progress and outcomes that they had achieved.”

Dr Grainne McMahon, Project 1325 Evaluation Report Executive Summary p3, May 2020, University of Huddersfield

3.2 Social Media Design

Throughout the Project, we carried out consultations, focus groups and checks with the girls and young women about what they wanted to see on our social media platforms. We were new to using social media for WomenCentre's work when

Project 1325 started. We experienced a very steep learning curve. We will continue to build on learning so far by developing a social media strategy to increase our use of targeted social media as we implement our continuation Project 1125.

Learning Point: Using Social Media to reach GYW:

- Use the Instagram story function it is more dynamic. It enabled us to get messages out and see who has seen them.
- Request specific actions such as 'if you agree this is true, like the picture', 'if you think this would help young people please like and share'...
- Use short and sweet advice and support visuals – 3 ways to feel better about yourself, how to stay positive.
- Titles for social events need to be intriguing and offer something e.g.: 'what can...teach us', 'you're doing ...and it does...to you', 'why I don't do so and so'...
- Use short quotes – a mix of quotes from young women and celebrities/others.

3.3 Coproducing Courses & Publicity

At the start of the Project a group of girls and young women helped design the name, logo and publicity for Project 1325. After the name was agreed, the workers discovered that United Nation's Resolution 1325 focuses on recognising the specific needs of and increasing the representation and participation of women and girls in decision-making.

The first courses were designed by two female Youth & Community University degree students aged 18-25 years, who had a 6-month placement on the Project. Since then, over each Project year we have shaped and redesigned our courses based on feedback from girls and young women, aiming to meet their expressed needs in a way that engages them.

3.4 External Evaluation

3 young women co-recruited the Project's external evaluator in 2016. In the first year, 9 girls participated in 5 focus group sessions with the external evaluator. In the third year, 4 young women were interviewed retrospectively by the evaluator about the support they had received and the difference it made to them.

A further 5 young women consented to the evaluator observing their 1:1 support sessions with their worker (13 sessions observed in total).

Key learning from these interviews and observations and a case summary analysis are reported in the final Project 1325 Evaluation Report.

3 young women participated in a focus group with our National Lottery Officer and her colleague in June 2019. This was a very powerful session. A further 3 GYW provided material for a video where they spoke passionately about the positive impact Project 1325 had made on their lives.

"The support then involved the Caseworkers helping the young women to overcome their issues by helping them to develop (or regain) their agency and independence by reinforcing their self-worth and decisions, to build resilience by helping to them release skills and capacities for coping, to celebrate progress and change with the young women by reassuring them of their own achievements in naming and knowing change and making changes, and to support the young women to engage in a process of ongoing reflection and learning in their lives."

Dr Grainne McMahon, Project 1325 Final Evaluation Report Executive Summary p.3, May 2020, University of Huddersfield

3.5 Satisfaction with Project 1325

At the end of their time with the Project girls and young women were asked to fill in a small satisfaction/feedback survey about the Project.

Over its lifespan 96 girls and young women who completed their support provided feedback.

96 (100%) said that Project 1325 workers:

- ✓ Understood them and their situation
- ✓ Made them feel believed and not judged.
- ✓ Could be trusted.

87 (91%) said:

- ✓ The Project being girl/women-only was important and had made a difference to them.

"I feel safe. Women do understand other women, it's obvious. The Project worker kept me going. I didn't have a clue when I came here, my head was all over. The worker reminded me how well I am doing with 10 positive words: Strong, kind, considerate, caring, capable, loyal, aim to be happy – that's all I can think of, 1325 has helped me so much."

(Young Woman aged 21years in 2018)

4. Girls and Young Women Benefitting from the Project

4.1 Referrals

Whilst any girl/young woman could refer herself or be referred by any agency to Project 1325, in general we only accepted referrals and offered to support girls and young women who were not receiving support from more than one or two other agencies.

In exceptional circumstances we supported girls and young women engaged with up to 5 other agencies where we became involved because girls were refusing or struggling to engage. Through trauma-informed work we empowered them to have a voice and helped restore trust between them and the other agencies involved.

Our referral criteria take account of previous learning including:

- Young people linked with community services can be confused and overwhelmed when they are offered multiple services at the same time or bounced from one service to another. Young people can also begin to feel that they have “many things wrong with them” that need “fixing” by services. This is disempowering and can make them feel they are to blame for past traumas.
- We knew demand would be greater than the Project’s capacity and we did not want 1325 to become an easily accessible alternative when the support could be provided elsewhere.

Table 1: Project Referrals by Source (November 2016 – May 2020)

Locality	Kirklees		Calderdale		Total Project	
	No.	%	No.	%	No.	%
WomenCentre	22	13%	12	8%	34	11%
Family/Self	42	24%	26	18%	68	21%
School/College	30	17%	29	20%	59	18%
EI Panel	0	0%	27	18%	27	8%
Police	6	3%	4	3%	10	3%
CAMHS/MH	30	17%	5	3%	35	11%
GP/Nurse	5	3%	6	4%	11	3%
Social Services	7	4%	14	9%	21	7%
Family Support	7	4%	4	3%	11	3%
ISVA	4	2%	2	1%	6	2%
Domestic Abuse	5	3%	0	0%	5	2%
Other	18	10%	19	13%	37	11%
Total	176	100%	148	100%	324	100%

Project 1325 received a total of **324 referrals**:

- 176 in Kirklees and
- 148 in Calderdale.

- 167 in Kirklees and
- 130 in Calderdale.

These referrals related to **297 individual girls and young women**:

This is due to 9 girls being referred twice in Kirklees and 14 girls being referred twice and 2 girls being referred three times in Calderdale.

Calderdale is a smaller geographical area than Kirklees and has about half the population: 209,000 in Calderdale compared to 437,000 in Kirklees. There are approximately 11,500 girls aged 16-24 years in Calderdale compared to around 24,000 in Kirklees. Calderdale also has more youth service provision than Kirklees.

When we planned the Project we had already delivered a successful 3 year Project (The Way Forward) with girls and young women in Calderdale and knew there was demand, but we had not delivered this type of service in Kirklees before and were unsure how much demand there would be and how referral pathways would develop.

Learning Point: Resources, particularly worker time, need to be more proportionate to the size of each locality and the availability of other youth provision and support. We will be addressing this in our continuation Project 1125.

Over the lifespan of the Project:

- Just over a fifth of referrals (21%) were self-referrals or from families
- About one fifth of referrals came from Schools (18%)
- In Calderdale, Early Intervention Panels account for another fifth (18%) of referrals. As some Social Worker, Family Support and School referrals also came through EIPs, in reality they probably account for around 25% of Calderdale referrals.
- In Kirklees, Child and Adolescent Mental Health Services (CAMHS) and IAPT account for just under a fifth of referrals (17%). Some of these referrals were from mothers who were signposted to Project 1325 by CAMHS, rather than directly referred by CAMHS.
- Other WomenCentre services account for just over a tenth (11%) of referrals.
- About a tenth of referrals (11%) were from a wide variety of other organisations – e.g. Careers, Housing, Training, Young People’s Services, Barnados and in Kirklees - Pennine Domestic Violence Group. This is an indication that the Project’s awareness-raising and partnership working have been successful.

Some of the difference in referral sources between the two localities was due to the different structures and agencies in the two localities.

In Calderdale:

- Multi-agency Early Intervention Panels (EIPs) met to consider the needs of children and young people.
- Referrals from within WomenCentre came through our contracted Domestic Abuse service, which is a key member of Calderdale’s multi-agency Domestic Abuse Hub and our National Lottery funded Women Making Changes Partnership Project.

In Kirklees:

- WomenCentre’s main service is a Women’s Mental Health and Wellbeing (WMH) Service for women aged 18 years plus. The WMH service provides therapeutic and self-help support groups and does not have capacity to provide in depth 1:1 support. Mothers linked with the Mental Health Service referred their daughters to Project 1325 and young women aged 18-25 years with mental health needs who required 1:1 support were referred by our Mental Health workers.
- The higher number of referrals in Kirklees from CAMHS and IAPT could be due to the lack of other young people’s support services and that WomenCentre is well known and established as a mental health provider in Kirklees. We successfully provided pre and post CAMHS support to girls and young women across the Project’s lifespan.

4.2 Engagement & Completions

Of the 297 individual girls and young women referred:

- 267 were referred for 1:1 casework (35 of these girls also completed group work)
- 30 girls in Kirklees were referred for group work only (26 of whom completed the work).

Of those referred for casework, there were 52 girls that we either could not contact (19) or

were inappropriate referrals (33) and a further 46 girls were contacted but did not want to engage with support.

Excluding these referrals, **of the 169 girls who engaged:**

- 130 (77%) successfully completed,
- 34 (20%) disengaged before completion and
- (3%) were still open at the end of the Project and transferred to Project 1125.

Table 2: Casework Engagement November 2016 – May 2020

Locality	Kirklees		Calderdale		Total	
	No.	%	No.	%	No.	%
Engaged and Completed 1:1 Work	65	47%	65	50%	130	49%
Disengaged Early	19	14%	15	11%	34	13%
Did Not Engage/Want Support	11	8%	35	27%	46	17%
Inappropriate Referrals/Out of Area	24	18%	9	7%	33	12%
Unable to Contact	18	13%	1	1%	19	7%
Open & Transferred to Project 1125	0	0%	5	4%	5	2%
Total Casework Referrals	137	100%	130	100%	267	100%

4.3 Age of GYW Accessing the Project

Table 3: Age of GYW Referred to the Project

Locality	Kirklees		Calderdale		Total	
	No.	%	No.	%	No.	%
Age						
13-15	47	28%	65	50%	112	38%
16-17	51	31%	35	27%	86	29%
18-25	62	37%	28	21%	90	30%
Unknown	7	4%	2	2%	9	3%
Total	167	100%	130	100%	297	100%

The demographic data in Table 3 above is based on 297 unique girls and young women (167 in Kirklees and 130 in Calderdale) who were referred to the Project over its lifespan – i.e. it includes girls who engaged in 1:1 and/or group work, those who did not engage and those who could not be contacted.

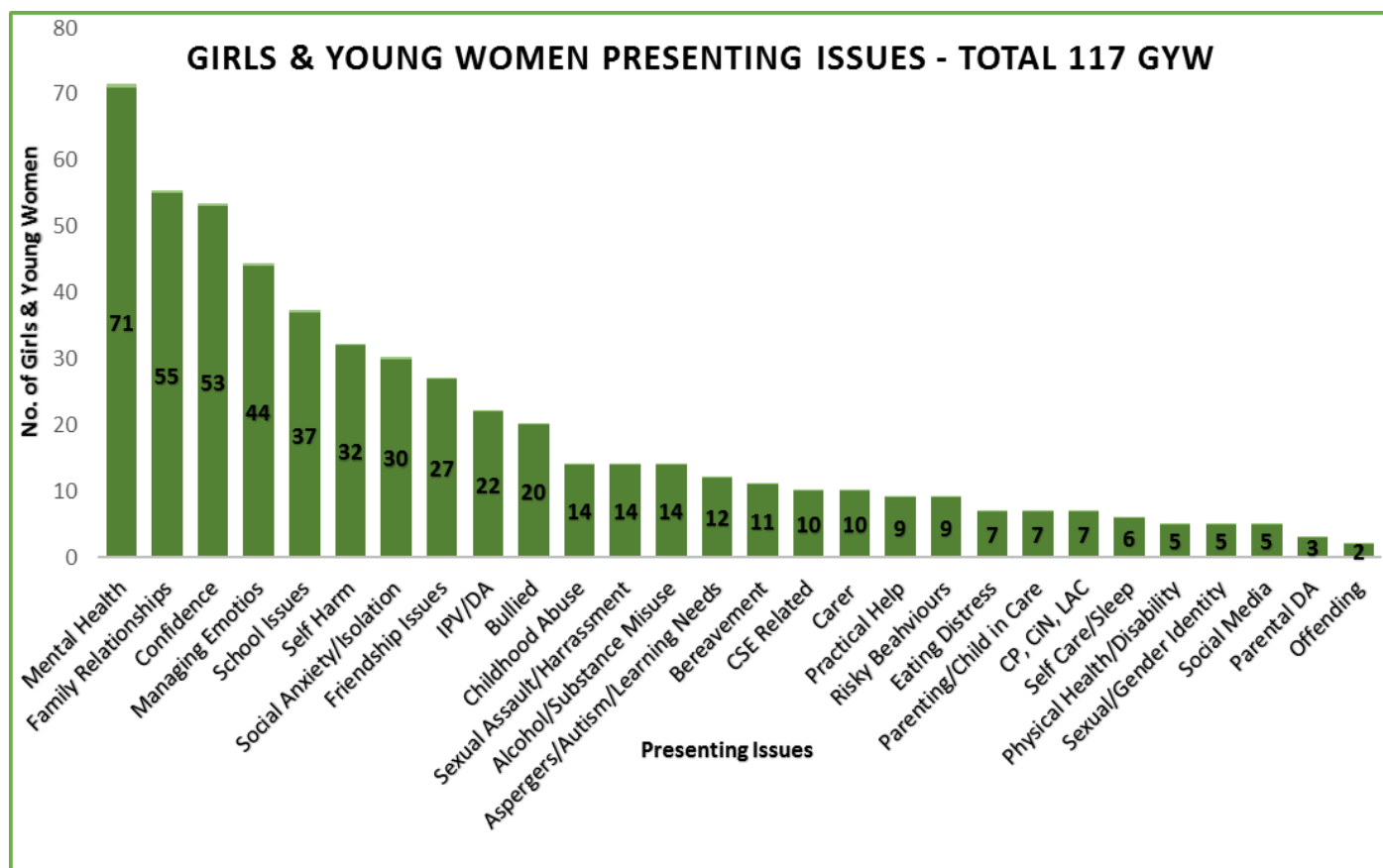
Across the lifespan of the Project, a significantly higher proportion of girls offered support in Calderdale were aged between 13-15 years and a significantly higher proportion of young women supported in Kirklees were aged 16-25 years. This might reflect the different structures in both localities highlighted in 4.1 above.

“I learnt some new coping strategies to help with the bullies at school, I’m more confident and learnt to be assertive. It was nice to have someone to talk to that wasn’t part of school.” (Girl, aged 15 in 2018)

4.4 Presenting Needs

At the start of their journey with Project 1325, many girls and young women had a range of complex and multiple needs. Most girls and young women experienced 4-6 issues (range: 2-11 issues). These were dominated by often complex mental health issues (including anxiety, depression, panic attacks, suicidal ideation, self-harm and post-traumatic stress), relationship difficulties with family and friends,

confidence and self-esteem, difficulty managing emotions, issues with school including non-attendance and social isolation. Many girls and young women had experienced traumas, for example bullying, childhood abuse, interpersonal and domestic abuse, sexual assault, childhood sexual exploitation, bereavement and being young carers for parents or siblings. A small number of girls were also questioning their gender identity.



“The young women themselves reported that they needed someone to speak with above all, and to do so in a safe environment where they knew that they were not being judged. The young women also noted that they needed to develop coping skills and resilience in order to address their problems, while emotional support dominated their own framing of their needs.”

Dr Grainne McMahon, Project 1325 Final Evaluation Report Executive Summary p.2, May 2020, University of Huddersfield

4.5 Support Provided

Project 1325’s skilled and experienced workers worked with each girl and young woman to identify the issues they wanted support with

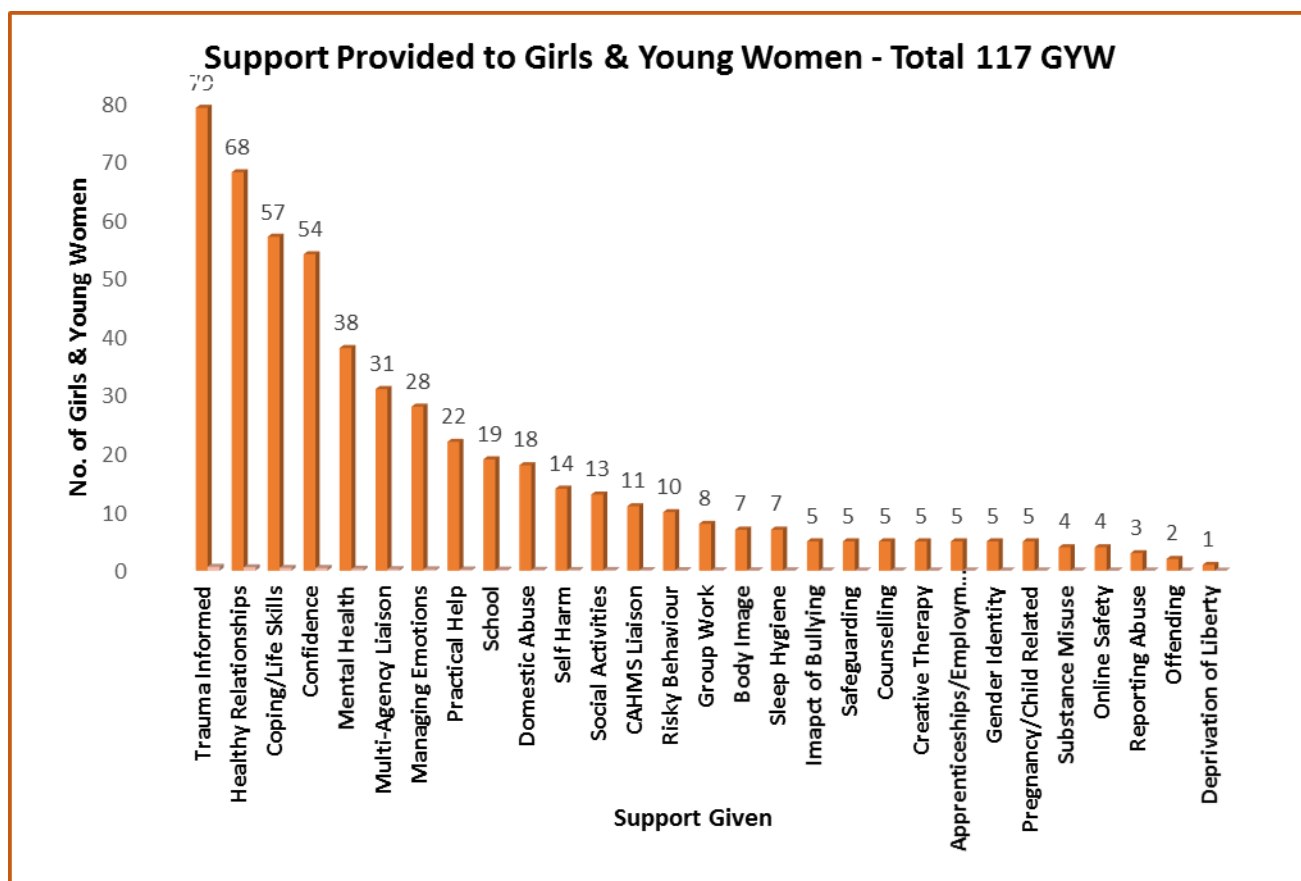
and provided a wide range of flexible, holistic girl-centred and trauma-informed support to meet these needs.

The main themes of the support provided mirror the needs expressed by girls and young women including emotional support, complex mental health issues, healthy relationships, confidence and self-esteem, managing emotions, coping/life skills, work around gender identity and practical help (including housing & benefits/income).

A significant amount of work was successfully

undertaken to re-engage girls and young women with school, gain university places and work opportunities and supporting girls and young women before and after they accessed CAMHS.

The workers also spent significant amounts of time arranging and then supporting girls in meetings and liaising with other professionals, e.g. schools and psychologists/CAMHS.



“Project 1325’s support for young women was in-depth, holistic and tailored to the young women’s needs and what they wanted from the support. It focused primarily on empowering the young women to address their needs and to make the changes that they wanted to bring about in their lives.”

**Dr Grainne McMahon, Project 1325
Final Evaluation Report Executive
Summary p.3, May 2020, University of
Huddersfield**

“The worker has helped me more than any other service with my mental health. Also, knowing that I had as much time as I needed to talk openly about my problems. I now know other ways to manage my mental health and no longer self-harm.”

**Young Woman, aged 22 in
2019**

5. Project Outcomes and Impact

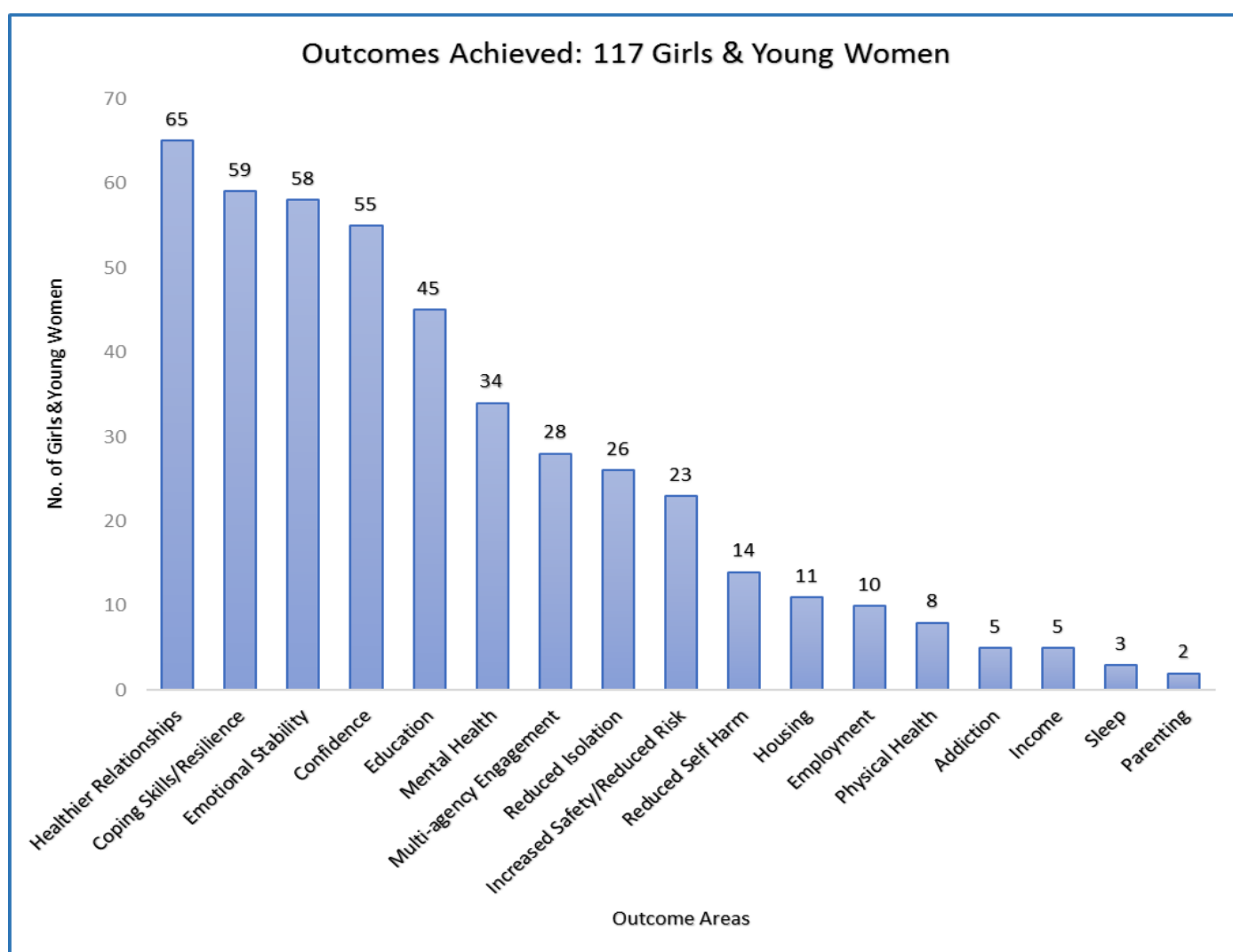
5.1 Empowered Girls and Young Women (Outcome 1)

We measured outcomes including progress towards empowerment and being able to cope better with the challenges faced by analysing 117 closed case summaries, two or more progress reviews with 106 girls and young women using a questionnaire with a 10-point scale, and the interviews and observations made by the Project's external evaluator and reported in the Project 1325 Final Evaluation Report.

The chart below summarises the outcomes achieved by 117 girls and young women. Most

girls achieved between 3-5 outcomes (Range: 1-10). The outcomes reflect the needs identified and support provided.

The main outcomes included improved mental health (emotional stability, reduced anxiety, panic attacks, self-harm and suicidal ideation), healthier relationships, ability to cope better and resilience, confidence, improved engagement with education and employment, better multi-agency engagement, reduced isolation and increased safety.



The average scores of 106 girls and young women who completed at least two review questionnaires with workers are presented in Table 4 below. The scores indicate that significant progress has been made across all

areas with an average improvement of 2.23 (45% better than the average starting scores), evidencing that girls were feeling better about their current situation and their ability to cope better with the challenges they face.

Table 4: Progress Towards Empowerment to Cope Better Now and in the Future

Outcome 1	Girls and young women will be empowered to cope better with the challenges they face and avoid crisis.								
Indicators	Kirklees (of 62 GYW)			Calderdale (of 44 GYW)			All (of 106 GYW)		
Scores/Progress	1 st Score	2 nd Score	Difference	1 st Score	2 nd Score	Difference	1 st Score	2 nd Score	Difference
Are you involved, or on your way to being involved in school, college, training or employment?	5.7	8.0	2.3	7.2	8.3	1.1	6.45	8.15	1.7
Are you using any coping strategies to manage your own emotional wellbeing?	4.7	7.5	2.8	4.8	6.6	1.8	4.75	7.05	2.3
Do you feel aware of the impact of your coping strategies?	5.3	7.8	2.5	5.5	7.0	1.5	5.4	7.4	2.0
Do you feel able to keep yourself safe?	6.1	7.9	1.8	5.4	7.0	1.6	5.75	7.45	1.7
How do you feel about taking positive actions in the future?	5.8	8.1	2.3	4.2	6.5	2.3	5.0	7.3	2.3
How do you feel about your overall current situation?	3.9	6.7	2.8	3.2	6.3	3.1	3.55	6.5	2.95
How is your ability to make decisions on your own?	5.0	7.4	2.4	4.2	6.2	2.0	4.6	6.8	2.2
How is your relationship with your family/children at this time?	6.0	7.3	1.3	5.0	7.0	2.0	5.5	7.15	1.65
How is your self-esteem and confidence?	3.4	6.2	2.8	3.0	5.6	2.6	3.2	5.9	2.7
How much do you know about services and support available to you?	5.7	8.8	3.1	4.2	6.6	2.4	4.95	7.7	2.75
Average	5.16	7.57	2.41	4.67	6.71	2.04	4.91	7.14	2.23

Learning Point: Over the Project years the girls and young women in Calderdale scored themselves at a lower starting point than the girls in Kirklees. We think this was because there is more youth provision in Calderdale to support girls with less complex needs. This means that Early Intervention Panels and other agencies in Calderdale referred girls who had multiple and complex needs to Project 1325. In Kirklees there is less youth provision and girls were referred with a range of needs and complexity, from those who benefitted from group work courses to those with very complex needs.

We used a more creative visual “My Tree” tool to enable girls and young women to reflect on their journey and progress and to identify key

turning points. Girls wrote what was bugging them in bug shaped bubbles at the base of the tree and their strengths in leaves on the tree.

“Project 1325 has helped me to cope and manage better whilst at home. I got help with housing and support to apply for university, which I got in! I feel so much better about things and now I have hope for the future.”

Young Woman, aged 20 in 2019

Girls liked the My Tree tool and used it regularly to review and highlight their progress. The Project 1325 Final Evaluation Report provides more information about the

importance of girls and young women reflecting on and celebrating their turning points and presents 7 case studies to illustrate key turning points.

“Project 1325’s support enabled the young women to become empowered and to ‘reclaim their own stories’, while the young women’s journeys through the Project formed part of their wider lives and contexts. Through a process of reflection and learning, the Caseworkers supported the young women to recognise and name turning points (or key moments) in their journeys that enabled them to move on from past experiences or to begin a new stage of their recovery.”

Dr Grainne McMahon, Project 1325 Final Evaluation Report Executive Summary p.3-4, May 2020, University of Huddersfield

5.2 Girls and Young Women’s Voice (Outcome 2)

Section 3 of this report provides an overview of how girls and young women were involved in shaping, co-designing and evaluating Project 1325 and how we have fed learning into the Women and Girls Initiative National Evaluation Action Learning Set Reports and Workshops.

We also measured progress towards how much girls and young women felt they were listened to and their voice was heard through initial assessment and progress reviews. The average scores of 106 young women who completed the progress reviews (Table 5) indicate that there is a 2.6 average increase in scores (56% increase from the starting average), indicating real progress as they journey through Project 1325.

Table 5: Improvement in How Much Young Women Felt Listened To/Have a Voice

Outcome 2	The voices of girls and young women will be heard and their needs better understood, for the benefit of others and of the services designed to help them.								
Indicators	Kirklees (of 62 GYW)			Calderdale (of 44GYW)			All (of 106 GYW)		
Scores/Progress	1 st Score	2 nd Score	Difference	1 st Score	2 nd Score	Difference	1 st Score	2 nd Score	Difference
How much do you feel you are being listened to and having a voice and opinion in your life?	5.1	7.5	2.4	4.2	7.0	2.8	4.65	7.25	2.6

We will continue to ensure girls and young women’s voices are heard in local and regional forums and networks, for example:

In Calderdale we participate and share learning in multi-agency Early Intervention Panels and the Domestic Abuse Hub. These groups include the Police, Social Services, Health representatives, Youth

Services, Schools, Housing, Family Intervention Teams and other relevant services.

In Kirklees we deliver a Women’s Mental Health Service and participate in the Mental Health Provider Forum, Mental Health Working Together Better Partnership and Third Sector Leaders meetings.

We will share this Report and the Final Evaluation Report with commissioners responsible for mental health, transition services and CAMHS provision.

From 2019 we provided a Liaison and Diversion service in Calderdale and Kirklees

5.3 Evidencing the Value of Early Preventative Interventions (Outcome 3)

The case summaries, feedback from girls and young women and the Project's external Evaluation Report clearly evidenced that early intervention and

and a Sexual Exploitation support service through the Stage Project in Kirklees. We will share learning from Project 1325 with both these regional partnership projects through their strategic and operational groups.

preventative interventions have enabled many of the GYW supported to make positive changes that will help them to cope better in the future.

“The effectiveness of the Project was illustrated by the successful outcomes in individual case studies and in the range of outcomes recorded in the quantitative case record data. This learning highlights the importance of early, preventative work with young women in the age group 13 to 25.”

Dr Grainne McMahon, Project 1325 Final Evaluation Report Executive Summary p.4, May 2020, University of Huddersfield

5.4 Influencing WomenCentre's Organisational Systems and Structures (Outcome 4)

Project 1325 has helped WomenCentre to:

- Understand and further develop coproduction with girls and young women. We have built more time and focus for this and peer support into our continuation Project 1125, funded by The National Lottery Community Fund for 3 years from 1st June 2020.
- Understand and further develop our women-centred work with girls and young women. In response to learning, Project 1125 will work with girls from age 11 years as this is a key transition point, increase staff resources in Kirklees, build in more social activities, have a more streamlined management structure whilst ensuring workers are provided with robust clinical supervision and line management support, and further develop robust links with local services and commissioners who work with young people.
- Develop its use of social media, learn more about what platforms different audiences use and how to better target communications. We have more work to do and will develop our social media strategy with women and girls going forward.
- Introduce more visual infographics to share the impact and success of our work with wider audiences. We will further develop our use of Infographics.
- Use video to capture women's voices. Preparing for our proposal for continuation funding for Project 1325 encouraged us to make a short video of 3 young women talking about the difference the Project has made to them. This was so powerful it is something we are planning to further develop across our services.

6. Finance Report

Table 6 below provides a breakdown of Project 1325's budget and expenditure over the final 7 months of the Project from

1st November 2019 – 31st May 2020. Our annual Project reports have included a finance report for each Project year.

Table 6: Project 1325 Year 3 Budget and Expenditure

Revenue	Budget £	Expenditure £	Difference £
Salaries NI & Pension	42,548.18	52,684.77	(10,136.59)
Staff Travel	1,333.33	860.39	472.94
Recruitment	-	-	-
Staff Training	416.67	-	416.67
Volunteer Training	62.50	-	62.50
DBS Checks	83.33	-	83.33
Evaluation University	1,250.00	15,601.63	(14,351.63)
Evaluation Systems Change	833.33	-	833.33
Rent Accommodation Kirklees	1,500.00	1,790.56	(290.56)
Rent – room hire for events, equipment	125.00	-	125.00
Mobile Phones	260.00	430.09	(170.09)
Direct project costs e.g. stationery, office equipment, refreshments, beneficiary expenses	206.25	439.81	(233.56)
Volunteer/ mentor expenses	750.00	-	750.00
Marketing - promotional materials	-	-	-
Marketing/accessibility - translation	208.33	-	208.33
Total Revenue	49,576.93	71,807.25	(22,050.32)
Overheads			
Staff overhead	5,531.26	6,459.45	(928.19)
Accommodation overhead	5,105.78	6,120.73	(1,014.95)
Total Overheads	10,637.04	12,580.18	(1,943.14)
Capital			
Capital - office equipment	-	-	-
Total Capital Costs	-	-	-
TOTAL COSTS	60,213.97	84,387.43	(24,173.46)
Income			
Carried forward end of Year Oct 31 st 2019		31,068.98	
Difference		6,895.52	
Total Lottery Grant Income (Nov 16-May 20)	514,529.44	507,633.92	6,895.52

Whilst the Project has a small underspend, not all final costs have been included, e.g. additional hours for producing this final report and the final evaluation report. These costs will be added to the Report and the amended

Report will be re-sent to the National Lottery. The underspend was due to office and staff overheads being less than anticipated and small underspends on staff travel and a few other headings in 2019-20.

Project 1325 Team
June 16th 2020