

About You	
1.	Your Name
	Carolyn Carter
2.	Your Employer / Organisation
	Inclusive Homework Club
3.	Your Position
	Project Coordinator and Volunteer
4.	Your E-Mail at Work
	carly@inclusivewclub.onmicrosoft.com
5.	Your Address at Work
	Kinning Park Complex, Floor 1, Room 2, 43 Cornwall Street, G41 1BA
6.	Your Telephone Number at Work
	07597 803976
7.	Your Role in the Project
	Project coordinator
An Introduction to the Project	
8.	Which partner organisations are involved in delivering the project (local authorities, organisations, community groups, etc.)?
	During the pandemic, the project received support from the Adapt and Thrive Programme (a Scottish Government programme for supporting the Third sector during Covid-19). The Inclusive Homework Club developed partnerships with educational organisations to provide the training of the volunteers. The Skills Inclusion project developed a partnership with Clyde College, which provides qualified lecturers. The digital skills is a SCQF level 3 and 4 course.
9.	Does the project have specific aims and/or objectives? <i>If so, please add to the box below.</i>
	The organisation's broader objective is to support refugees and people seeking asylum in Glasgow. The Homework Club aims to build an educational hub for people with learning disabilities and from disadvantaged backgrounds. In a complementary way, the Skills for Integration project provides to the parents both language and computer skills that facilitate their support to their children's education, and also allows them to pursue further education, and pursue higher skilled and waged employment".
10.	Does the project have a title? <i>If so, please add to the box below.</i>
	The projects are entitled ESOL & IT Skills for Integration Project and Inclusive Homework Club.
11.	When did it start?
	The Inclusive Homework Club (IHC) started in 2020, while the ESOL and IT Skills for Integration Project started in 2022.

12.	Has it finished? Is it on-going? Does it have an end date? <i>Please add dates to the box below.</i>
	Both IHC and the ESOL Project are ongoing (in early 2024).
13.	Which groups of people, if any, are targeted by the service provided?
	Inclusive Homework supports school-aged students, while ESOL and IT Skills for Integration support adults. Both projects are specifically aimed at refugees and people seeking asylum in Glasgow.
14.	How many people have been served by the project?
	The Inclusive Homework Club matched more than 60 kids with a tutor during 2022. The ESOL classes registered 95 people.
15.	Where is it delivered?
	The project is delivered in Glasgow at their venue, Kinning Park Complex.
The Initial Idea	
16.	Who had the initial idea?
	The idea of supporting school-aged ethnic minority kids came from the founder of the charity, Firdaus Ahmed. The ESOL and IT Skills Integration Project was suggested by the parents of the kids attending the classes, as they felt unable to support their families due to ESOL and digital skills barriers.
17.	How did the idea for the project come about?
	Firdaus was a migrant, so she observed the educational barriers that ethnic minority kids face through their education and also how families face different challenges in providing the support at home.
18.	Did you draw on any published reports / papers / research evidence or practice you had seen elsewhere to inform your plans? <i>If so, please add details to the box below.</i>
	N/A
19.	Who was involved in developing the initial idea of the project?
	The initial idea, the Inclusive Homework Club, received support from different funding sources such as the National Lottery and Bemis (the Scottish national ethnic minorities umbrella body for developing the ethnic minorities voluntary sector in Scotland). Also, during the social restrictions of Covid-19, the Inclusive Homework Club received support from the Adapt and Thrive Programme (a Scottish Governmental programme for supporting the Third sector during Covid-19).
20.	Were those with lived experience of poverty involved in developing the initial idea of the project?
	Partially. The parents' experience of the kids was acknowledged to identify the gaps and barriers they face in supporting with homework at home, so the ESOL and the digital skills were designed as support services.
21.	What funding was used, if any, to support the development of the initial idea of the project?

	The initial funding came from the National Lottery and the Uber Community Fund. Afterwards, they received support from BEMIS, The Endrick Trust and the St. Nicholas Care Fund.	
22.	What in-kind resources were needed when developing the initial idea of the project?	
	Facilities	A venue.
	Equipment	Laptops.
	Local Knowledge	Training for volunteers.
	Food and Drink	N/A
23.	What, if any, barriers did you have to overcome when developing the initial idea of the project?	
24.	What, if anything, was helpful when developing the initial idea of the project?	
	The initial idea was supported by different funding bodies (community and ethnic minorities funds) that provided a cornerstone for securing the delivery of the project. The engagement with educational organisations, such as Glasgow University, provided a training space that attracted volunteers. In that way, the matching and support for the kids was facilitated.	
25.	Did you conduct a feasibility study? <i>(if yes, please describe what you did and what you concluded)</i>	
	No.	
Pilot Project		
26.	Did you run a pilot project? <i>(if no, please skip to the next section)</i>	
	No.	
The On-going Development of the Project		
27.	Has XXX changed through time? <i>(if no, please skip to the next section)</i>	
	Yes	
28.	In what ways has it changed?	
	Scale	Expanded from the Inclusive Homework Club to the ESOL Project
	Location	No
	Population	No
	The Offer	The ESOL Project was added as a support service after the parents of the students in the Inclusive Homework Club expressed need for the service.
29.	What were the reason for these changes?	
	As above.	
Accessing the Service and Engaging with Service Users		

30.	Is there a referral process? If yes, how does the referral process work (self-referral, referred by other agencies, identified from an existing database)
	The Inclusive Homework Club receives school referrals and has a booking system. People can access free classes depending on their socioeconomic conditions (i.e., person on low income) or their migration status (refugee or people seeking asylum).
31.	How are potential clients made aware of the project?
	The clients were made aware of the project through their website and the promotion of their activities through word of mouth. Inclusive Homework Club also offers a newsletter to their subscribed members that is delivered to the service users.
32.	How do you keep in touch with service users? Do your service users have a preferred method of contact?
	Emails and face-to-face meetings and updates.
Working With People with Lived Experience of Poverty	
33.	Are those with lived experience of poverty involved in <u>delivering</u> the project? <i>If so, please describe below.</i>
	No.
34.	Are people with lived experience of poverty involved in <u>managing</u> the project, <u>supervision</u> within the project, or project <u>governance</u> ? <i>If so, please describe below.</i>
	No.
35.	Are people with lived experience of poverty involved in <u>any other aspect</u> of the project? <i>If so, please describe below.</i>
	Participants with lived experience of poverty are involved in providing feedback about the barriers they face to accessing support services. This input was used for designing the ESOL Skills Integration project, which not only delivered the classes for acquiring the skills but also recognised the importance of certificates for helping users improve their CVs.
Leadership, Governance and Partnership Working	
36.	Who has overall responsibility for Inclusive Homework Club ?
	Carolyn Carter. The individual projects have their managers, and there is also a coordinator of the volunteers.
37.	Is this the only responsibility of the person managing the project? <i>If not please describe the manager's wider roles and responsibilities.</i>
	Yes.
38.	Is there a Project Steering or Advisory Group or Organising Committee? <i>If yes, who is involved in this and how does it work.</i>
	Yes, the projects are governed under a members board.
39.	If there is no Steering Group, what governance arrangements are in place to review strategy and performance?
	N/A

Staffing		
40.	Are there any paid staff? <i>Please describe their role and their contribution.</i>	
	The coordinator Carolyn Carter.	
41.	Are volunteers involved in delivering the project? <i>Please describe their role and their contribution.</i>	
	Yes. Yes, depending on the project, the volunteers receive training and guidance. For example, the ESOL project has a tutor who provides guidance that the volunteers use for facilitating the learning activities. The Homework Club also uses students on placement to deliver the service.	
Links to Wider Policies, Strategies and Statutory Requirements		
42.	Is the project part of a wider anti-poverty strategy? <i>If so, please give details.</i>	
	No.	
43.	Is the project part of any other strategy? <i>If so, please give details.</i>	
	No.	
44.	Is the project delivering a service that is a statutory commitment. <i>If so, please give details.</i>	
	Yes. The provision of ESOL classes is usually a statutory commitment of the local authorities through the Adult Learning programmes.	
Funding		
45.	Who funds the project? <i>Please give details.</i>	
	In the last years, the charity has received different funding from the National Lottery, the Uber Community Fund, BEMIS, The Endrick Trust and the St. Nicholas Care Fund. They also received grants from the Glasgow Council for Voluntary Sector -GCVS-, the Scottish Council for Voluntary Organisations through the Community Jobs Scotland programme, and the Glasgow City Council also provided funding through the Glasgow Guarantee program (funding used for hiring costs).	
46.	How is the project funded?	
	The project received funding through multiple avenues. They received start-up grants that helped them hire the venue and pay their staff members; also, the charity received Third Sector support grants during Covid-19 targeted to help these organisations to continue their activities.	
47.	What is the budget for the project / how much does it cost to deliver?	
	Information not available.	
48.	Is future funding based on pre-agreed outcomes or outputs being delivered? <i>If so, please give details</i>	
	The funding of the National Lottery is based on pre-agreed positive outcomes.	
Resources		
49.	What in-kind resources do you need to deliver your project?	
	<table border="1"> <tr> <td>Facilities</td> <td>A venue for both IHC and ESOL project.</td> </tr> </table>	Facilities
Facilities	A venue for both IHC and ESOL project.	

	Equipment	Laptops.
	Local Knowledge	ESOL tutor
	Food and Drink	N/A
50.	For each of the in-kind resources listed above, who provides it?	
	Facilities	Hired externally with grant money.
	Equipment	Inclusive Homework Club (bought).
	Local Knowledge	Clyde College and the University of Glasgow.
	Food and Drink	N/A
51.	Did you have to buy or develop new IT systems, software (databases, apps) or technology to deliver your project? <i>Please describe below.</i>	
	Website and a booking system developed.	
52.	Was additional staff training required to deliver your project? <i>If so, please describe.</i>	
	Additional training for the volunteer tutors to deliver support.	
Formal Monitoring and Evaluation		
53.	What information, if any, do you collect about your project?	
	Number of users	Yes; statistics about the number of kids registered, the waiting list, and people registered in the courses.
	Profile of users	Yes; information about the socioeconomic and migration background as the basis of provision is a low income and a refugee or an asylum seeker status.
	Experience of users	Feedback notes.
	Anything else	No.
54.	How often is data collected? Who collects the data?	
	-	
55.	Do you have baseline data on what things were like before the start of the project or before users started the project? <i>Please describe the type of baseline data that you have.</i>	
	The annual reports have baseline information for every year about how many kids were involved in the project of Inclusive Homework. Most of the data is qualitative, focusing on exposing the anecdotal data, and showing cases and stories of the participants. No data from before the start of the project detailed.	
56.	Do you produce an annual report? <i>Please provide details of what this includes.</i>	
	The annual reports started in 2020 when the Inclusive Homework Club acquired their status as a charity. These reports offer information about the funding, the types of external activities performed (most of them with ethnic minority groups) and a report on how the homework club project was developed. The Skills Inclusion project they were reported for the first time in 2022, exposing its funding, how it is organised and delivered, and the demographic profile of its users.	

57.	In what ways, if at all, do you use the data that you collect to adapt the service that you provide?
	The data is used to record the positive impact and continuity of the project (as evidence for the funding). Also, the data is used to identify future potential users' needs (i.e., how many people will need financial support, topics, etc) and how the charity can offer broader access to them.
58.	Have you employed an external organisation to formally evaluate your project? <i>If yes, please provide details.</i>
	No.
59.	If yes, in what ways, if at all, have you used the External Project evaluation to adapt the service that you provide.
	N/A
60.	Do you intend to employ an external organisation to evaluate the service that you provide in the future? <i>If yes, please provide details.</i>
	N/A
Impact	
61.	What difference has the project made?
	The Inclusive Homework Club provided a space for kids from ethnic minority and deprived backgrounds to improve their school performance, mainly in mathematics. According to the 2022 annual report, 5 students followed their studies to Higher Education. For the ESOL, the learning space provided more confidence in the users' communication.
62.	How do you know this? What evidence demonstrates impact (metrics, interviews, feedback)?
	The charity collects evidence and feedback from forms, and there is a continuous dialogue with their service users about how the service is delivered. Annual reports contain qualitative and quantitative data on this.
63.	To what extent have the aims of the project been achieved?
	Not addressed.
64.	How, if at all, has the demand for the service provided by Inclusive Homework Club changed since it started?
	-
65.	If yes, has the project had the capacity to meet these changing conditions and demand? <i>Please describe and explain below.</i>
	-
66.	Has the project had any unexpected or unintended outcomes? <i>If so, whether positive or negative, please describe.</i>
	-
67.	In your opinion, is the project having an impact on tackling poverty? If so, please describe in what ways.
	The Inclusive Homework Club supports kids in the improvement of their educational performance. Also, it offered an opportunity for the parents to

	acquire new skills for building their careers and support their families. The improvement on kids' education is starting to be measured in how many mentees enrol into higher education.	
Learning from Experience		
68.	What is working well?	
	-	
69.	What, if anything, is working less well?	
	-	
70.	What are the key learning points that you'd like to share with other practitioners? For example, is there anything that you would do differently?	
	-	
71.	What plans do you have to develop or expand the project in the future?	
	-	
72.	How easily do you think your project could be replicated in another setting?	
	-	
Social Media		
73.	Please enter social media contact details and weblinks to supporting documents or resources below:	
	Web Pages	https://inclusivehwclub.org.uk/about/
	Facebook	https://www.facebook.com/InclusiveHomeworkClubGlasgow/
	Instagram	https://www.instagram.com/inclusive_homework_club/
	Twitter	https://twitter.com/IHwclub
	Tik-Tok	No
GDPR Consent (Add yes or no in the box)		
I give my permission to be named in the tackling poverty locally directory and associated public outputs.		Y
I give permission for our organisation to be named in the tackling poverty locally directory and associated public outputs.		Y
I give permission for me to be contacted by directory users.		Y
I am willing to be contacted if more details are required		Y
Request to review (Add yes or no in the box)		
Did the interviewee request to review a draft before it I sent to referees for review		N



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Part 3 – Project Evaluation and Profiling

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SPIRU Category	Category C – Promising Local Practice				
	Data gathered by the Inclusive Homework Club indicates positive educational outcomes for those accessing the service. The IHC has not been independently evaluated, but details their outcomes to their external donors in annual reports.				
Poverty Impact	Prevention				
	Prevention	The IHC’s work contributes positively towards closing the educational attainment gap for children from disadvantaged backgrounds. Access to education is an important equaliser and can lift people out of poverty. The ESOL and IT skills for inclusion project can also prevent people from falling into poverty by improving their employability with digital literacy.			
	Reduction				
	Mitigation				
	Awareness				
Poverty Driver	Provide benefits in-kind (experience); Non-driver – improving quality of life.				
	Increase employment income				
	Increase income from benefits				
	Provide benefits in-kind (experience)		The project provides free access to a service with positive educational outcomes and a community aspect.		
	Provide benefits in-kind (asset and experience)				
	Provide benefits in-kind (asset)				
	Non-driver		Improving quality of life. The project enables its clients to excel in academic settings, improve their educational outcomes, and to improve their access to employment.		
Keywords	Adult Education	Children and young people	Refugees and asylum seekers	Educational support	Ethnic minority groups

<p>Key take-away</p>	<ul style="list-style-type: none"> • Children and young people who are involved in the educational support project show an improvement in their educational performance. • Education projects focused on young people and students can further support inclusion and integration of ethnic minority groups, asylum seekers, and refugees by broadening their focus to the family as a whole and offering ESOL and digital skills classes for parents. • Educational support programs can support with integration and reach groups that are excluded from benefits, for example the families of people seeking for asylum. 																
<p>What difference does it make</p>	<p>The Inclusive Homework Club provided a space for kids from ethnic minority and deprived backgrounds to improve their school performance, mainly in mathematics. The project provides support for families who, due to sociocultural differences and intersecting disadvantages, face challenges in helping children and young people with their homework. The project helps specifically target minority ethnic communities to support with educational challenges arising from the layered disadvantages with low income status. According to the 2022 annual report, 5 students progressed into Higher Education. For the ESOL and IT skills for inclusion project, the learning space supported building increased confidence in the users' digital communication, improving their employability.</p>																
<p>Themes</p>	<table border="1"> <tr> <td colspan="2" data-bbox="432 1205 1449 1301">Community engagement; Education; Empowerment; Employment; Literacy; Training</td> </tr> <tr> <td data-bbox="432 1301 868 1368">Cash payment</td> <td data-bbox="868 1301 1449 1368"></td> </tr> <tr> <td data-bbox="432 1368 868 1435">Clothing / Personal Effects</td> <td data-bbox="868 1368 1449 1435"></td> </tr> <tr> <td data-bbox="432 1435 868 1503">Community Activism</td> <td data-bbox="868 1435 1449 1503"></td> </tr> <tr> <td data-bbox="432 1503 868 1805">Community Engagement</td> <td data-bbox="868 1503 1449 1805">The IHC has a strong community aspect through word-of-mouth referrals. The service provision is also adapted and added on (ESOL and IT skills programme) as a result of engagement with the local community and those who access the service.</td> </tr> <tr> <td data-bbox="432 1805 868 1872">Criminal Justice</td> <td data-bbox="868 1805 1449 1872"></td> </tr> <tr> <td data-bbox="432 1872 868 1939">Digital and technology</td> <td data-bbox="868 1872 1449 1939"></td> </tr> <tr> <td data-bbox="432 1939 868 2063">Education</td> <td data-bbox="868 1939 1449 2063">The IHC has positively contributed to the educational outcomes of those accessing its services, targeting those</td> </tr> </table>	Community engagement; Education; Empowerment; Employment; Literacy; Training		Cash payment		Clothing / Personal Effects		Community Activism		Community Engagement	The IHC has a strong community aspect through word-of-mouth referrals. The service provision is also adapted and added on (ESOL and IT skills programme) as a result of engagement with the local community and those who access the service.	Criminal Justice		Digital and technology		Education	The IHC has positively contributed to the educational outcomes of those accessing its services, targeting those
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		often negatively impacted by the educational attainment gap.
	Empowerment	The ESOL and IT skills for improvement programme works to empower its clients by improving their digital literacy. The IHC tutoring for students facilitates building confidence in the students' academic skills.
	Employment	ESOL and IT skills for inclusion improves the employability of those who access the programme by improving their digital literacy.
	Energy	
	Financial Inclusion	
	Food	
	Health	
	Holiday	
	Housing	
	Leisure	
	Literacy	The ESOL and IT Skills for Inclusion improves the digital literacy of its participants. The IHC contributes positively to the literacy of its participants who seek support with homework.
	Lived Experience	
	Research and Evaluation	
	Social Security/Welfare	
	Sport	
	Stigma	
	Substance Misuse	
	Training	The ESOL and IT Skills for Inclusion can upskill those who engage with the



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		program and make them more employable by providing IT training.
	Transport	