



**REPORT ON RESEARCH TO ESTABLISH THE IMPACT OF THE
COMMUNITY FOOD AND HEALTH (SCOTLAND)
SMALL GRANT SCHEME, 2008**

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Summary

1. Since 1997, Community Food and Health Scotland has run an annual small grants scheme for groups and organisations working in low income communities in Scotland. The aim of the grants is to enable them to tackle the barriers to healthy eating and promote access to, or take-up of, a healthy, varied and balanced diet. In the 2008 funding round, 58 out of 248 applicants received grants of between £150 and £3000.
2. Grants were awarded for:
 - cookery classes, training or workshops (35)
 - healthy eating sessions or programmes (7)
 - growing food (7)
 - developing or improving community café facilities (3)
 - others (6)
3. In May 2010, Clarity was commissioned to undertake research to establish the impact of the small grants scheme in 2008 and report on any lessons learned.
4. The methods used in this evaluation were:
 - analysis of 55 grant applications awarded a grant in the 2008 funding round
 - analysis of all 48 project evaluation forms received by CFHS
 - in-depth telephone or face-to-face interviews with a sample of 16 grant recipients
 - case studies of six grant-funded projects
5. Overall, the grant funded activities were reported to have had an impact on participants in four main ways:
 - they gained knowledge, skills or confidence in relation to healthy food preparation, cooking or growing produce (for example, trying new foods at home - including recipes learned on courses, or completing certificated training in healthy food preparation and food hygiene)
 - they made some changes towards a healthier lifestyle (for example, preparing home-made baby food or changing shopping habits)
 - they enjoyed a positive social experience (for example, a women's refuge ran 'Come Dine with Me' sessions)
 - they were able to access other services to meet their needs (for example, help with literacy and numeracy)
6. The main areas of impact for communities were reported to be increased opportunities to obtain healthy and safe food, for example, from community cafes, food markets and gardens, and a greater sense of social cohesion, for example, through organised food-related events.
7. In the long term grants impacted on funded organisations in four main ways, by:

- enabling improvements in the quality of services they were able to offer (for example, by offering an enriched timetable of activities or providing activities that support workers could use to engage with people)
- increasing awareness and use of their services (for example, by improving links with communities and providing training)
- leading to enhanced capacity (for example, by levering in additional funding or training of volunteers)
- helping them to enhance their relationships with partners (for example, through partnership working groups or making links with health practitioners)

8. The key learning from the grants for community organisations involved in food and health work was:

- involve participants in planning and preparation where possible, in order to have a greater sense of shared ownership
- ensure that activities are planned to cater for people's practical needs
- have the flexibility to change plans and try new ideas if things do not go according to plan
- make every effort to involve other people – volunteers, other agencies, individuals, councillors, the local press etc – to maximise impact and capacity and bring mutual benefits
- consider the sustainability of activities from the start and how they could be continued, if successful
- be open to other spin-offs from the initial activity and consider how you can support them
- document how and what needs have been identified and the impact of the activity - through recording attendance (or sales) and using feedback methods (comments books, post-its, questionnaires, etc.)

1 Introduction

- 1.1 Community Food and Health (Scotland) (CFHS) is a government funded organisation based within Consumer Focus Scotland. The aim of CFHS is to ensure that everyone in Scotland has the opportunity, ability and confidence to access a healthy and acceptable diet for themselves, their families and their communities.
- 1.2 CFHS (previously called the Scottish Community Diet Project) was set up in response to the publication of the Scottish Diet Action Plan¹ by the then Scottish Office in 1996. Two of the plan's recommendations related to encouraging local initiatives and improving access to a range of healthy food at reasonable prices. More recently, the Scottish Government has published three significant policy documents on food and health: a Healthy Eating, Active Living Action Plan² which aims to improve diet, increase physical activity and tackle obesity; a National Food and Drink Policy³ which recognises that access to, and affordability of, healthy food is vital for Scotland's health and wellbeing; and Preventing Overweight and Obesity in Scotland: A Route Map Towards Healthy Weight⁴, which is an action plan for tackling obesity in Scotland.
- 1.3 Since 1997 CFHS has run an annual small grants scheme for groups and organisations working in low income communities in Scotland. Groups can apply for funding to start or develop food and health activities which help to tackle the barriers to healthy eating and promote access to, or take-up of, a healthy, varied and balanced diet. In the 2008 funding round, a total budget of £100,000 was available for grants of between £500 and £3000. Out of 248 applications, 58 received grants, the majority of which were paid out by September 2008. Three grants were paid out at a later date; therefore this research has focused on 55 grant applications and their associated evaluation forms.
- 1.4 The intended outcomes of the small grants scheme are that community and voluntary groups:
- undertake work to address barriers to access to healthy food in low income communities through accessing seed funding
 - learn from and evaluate their work and use this learning to develop further activities within low income communities
 - recognise the value of sustaining food and health activities within low income communities and are stimulated to plan and carry out further food and health activities.

¹ Eating for Health: a Diet Action Plan for Scotland, Scottish Office 1996

² Healthy Eating, Active Living: An action plan to improve diet, increase physical activity and tackle obesity (2008-2011), Scottish Government 2008

³ Recipe For Success - Scotland's National Food and Drink Policy, Scottish Government, 2009

⁴ Preventing Overweight and Obesity in Scotland: A Route Map Towards Healthy Weight, Scottish Government, 2010

- 1.5 Each year, all grant recipients are required to complete and return an evaluation of the activities that have been funded by the grant. In the 2008 funding round, out of the 55 grant recipients, a total of 48 funded projects completed an individual project evaluation.
- 1.6 In May 2010 Clarity was commissioned by CFHS to undertake research to establish the impact of the small grants scheme in 2008. The specific objectives of this evaluation, as set out in the specification were to:
- review the applications and evaluations from grant recipients in 2008 to establish the range of activities undertaken, who was involved, the impact of funded activities, evaluations carried out and sustainability
 - conduct one to one interviews (either telephone or face-to-face) with 16 successful grant recipients to gain further detailed and in-depth understanding of the impact of their small grant
 - develop a sample of case studies which highlight the impact of the small grants scheme
 - report on the impact of the small grants scheme and any lessons learned relating to best practice for community-based project activity.
- 1.7 This report describes the results of the evaluation.

2 Methods

2.1 The methods used in this evaluation were:

- analysis of the 55 grant applications awarded a grant in the 2008 funding round
- analysis of all 48 project evaluation forms received by CFHS
- in-depth telephone or face-to-face interviews with a sample of 16 grant recipients
- case studies of six grant-funded projects

2.2 The application forms from the 55 successful grant recipients and all 48 evaluations were analysed and summarised, noting in a spreadsheet the following information:

- name and geographical area of project
- amount of funding applied for and awarded
- target group
- planned and actual activities funded
- planned and actual sources of help with the project
- planned and actual evaluation methods and accompanying reports
- reasons for any variations from planned activities
- project outcomes, including what was learned
- future plans
- potential sustainability of the project

- 2.3 A sample of 16 grant recipients was selected for telephone or face-to-face interview to represent different types of activity, geographical areas, target groups, size of project, and evaluation. An in-depth interview was conducted to investigate how they had spent the grant; what the impacts were on participants, the project and community; and what had been learned. CFHS offered interviewees a £40 gift voucher (for books, garden or kitchen equipment) for their organisation, in appreciation for spending their time on the interview.
- 2.4 Six grant recipients were selected for a more detailed case study to illustrate different themes and impacts arising from grant funded work. For these six, a further telephone interview or exchange of information by email was conducted with (where possible) someone external to the organisation, for example, the project referee. The purpose of this was to provide another perspective on the information already gathered and additional information, if required. The draft case studies were then checked with the organisation for accuracy and completeness.
- 2.5 The six case studies are provided in full in Appendix 2 and are preceded by a summary table which gives the name, amount of grant, client group and activities of each of the case study organisations as well as the current position for food and health activities and key themes arising from the case study.
- 2.6 The case studies were selected to illustrate themes arising from this research, which have been highlighted throughout the text and are:
- identifying need
 - planning activities accordingly
 - having a flexible approach to meeting needs
 - developing relationships and working with others
 - the positive impact of activities on participants and communities
 - using the grant as leverage for further funding
 - building capacity
 - developing spin-off activities
 - becoming self-sustaining
- 2.7 The case studies show all of these themes in action and in particular were selected to illustrate the following points:
- The Base Senior Youth Group – using a community development approach; training of volunteers; and becoming self-sustaining
 - Blackburn Early Years Action Group – learning from the project being applied across West Lothian; leverage of initial grant; and the development of spin-off activities
 - Community Organisation for Racial Equality (CORE) – building capacity by providing certificated training for volunteers; and linking with other bodies to maximise capacity
 - East End Kids & Co – flexibility in meeting needs (e.g. language provision); using initial grant as leverage and subsequent expansion

- Scottish Christian Alliance Gilven Project – working with partners; increasing capacity by using volunteers and providing placements for students
- Harvest Community Hall – working with partners; leverage of initial funding; and using volunteers to enhance capacity

3 Use of grants in 2008

Target groups and geographical areas

- 3.1 A list of the 55 grant-funded organisations, their geographical location, grant awarded, target group and funded activity is given in Appendix 1. Grants were awarded to organisations located in 24 out of the 32 local authority areas in Scotland. The amounts awarded ranged from £150 to £3000 and totalled £90,969 for the 55 projects. All projects were awarded the amount of funding that they had applied for.
- 3.2 A summary of the *main* target groups for the food and health activities are shown in Table 1. Some organisations targeted more than one of the groups, for example some of those working with homeless people targeted young homeless people and an organisation providing cookery workshops for community groups targeted a variety of local groups including refugees and asylum seekers.

Table 1: Main groups targeted by grant-funded food and health activities

Main target group	Number of organisations funded
Young families, children or expectant mothers	23
Young people	8
Local communities and groups in areas of deprivation	6
Homeless people	5
Older people	2
Minority ethnic people	1
Others including people with learning disabilities, physical disabilities, limiting illness, mental health problems, autism, cancer, drug problems or alcohol problems	10
TOTAL	55

- 3.3 More than two-fifths of grants (23 grants in total) were awarded for activities targeted at children, young families or expectant mothers. The next most frequently funded activities were aimed at young people (8 grants), local communities and groups in areas of deprivation (6 grants), and homeless people (5 grants). The remaining 13 grants were awarded to organisations targeting a wide variety of other disadvantaged groups.

Type of activity

- 3.4 The most common *main* activities⁵ funded were cookery groups, classes or workshops, some of which also included learning to plan meals and/or shop on a budget. A total of 35 grants out of the 55 (more than three-fifths) were for cookery classes, training or workshops. Seven grants were awarded for healthy

⁵ Some projects used the grant for more than one type of activity.

eating sessions or programmes, for example preparing healthy snacks for a school tuck-shop. A further seven grants were spent on growing food and establishing or developing garden projects and three were spent on developing or improving community café facilities. Other grants were spent on, for example, a weight management programme, using drama to examine healthy eating issues and shopping on a budget. Common to all projects was promoting healthy food, whether it be growing, buying, preparing and/or eating healthy food.

- 3.5 Most organisations used the grant exactly as stated in their application form. In some cases there were minor differences, such as changes in the type of equipment purchased or number of workshops held. These were usually in response to the needs of service users and were approved by CFHS in advance. An example of this is that one project (see The Base case study) planned to invite parents to eat a healthy meal with young people, but some young people were too embarrassed to invite them, so it was opened up to a community café session instead. This has also proved to be more sustainable.
- 3.6 For nearly all organisations the CFHS grant helped them to build on existing activities or the proposed activity had been identified as a need through previous work with the target group. In only two organisations was the planned activity a new or pilot initiative. Some examples of how funded organisations planned to build on existing activity were:
- an existing therapeutic garden for adults with a learning disability needed refurbishing to provide greater capacity
 - a primary school with a healthy tuck shop wanted to create a school garden to grow ingredients
 - a community-based world café wanted to provide formal training to volunteers to increase their skills
 - a healthy living centre which had established food markets in two locations wished to expand the food market and provide cookery classes to community groups
 - a community hall wished to use its newly refurbished kitchen to run cookery classes for local people, in addition to soup and sweet lunches already offered.

Who helped?

- 3.7 Fifty (50) out of the 55 grant application forms gave details of who would be helping applicant organisations with their planned activities. In some cases the organisation was already overseen by, or run with the help of, a multi-agency partnership group. Others named individual people or other organisations they expected to receive help from, for example, other projects or agencies, community dieticians or community food development workers, colleges, schools, local council or NHS staff and local voluntary organisations or housing associations.

- 3.8 Types of help expected or planned included expert advice and information, in-kind use of venues or land, help with actual delivery of activities (e.g. gardening support, delivery of classes), donations of equipment and crèche support.
- 3.9 More than a quarter of grant application forms also stated that projects would be receiving additional help from volunteers, including, for example, members of the local community, local young people or parent volunteers in schools.
- 3.10 In some cases organisations received unexpected or unplanned help, for example, a garden project was approached by a local farmer who donated some of his land, a school janitor helped with a school garden project, a college helped with food hygiene training and a local business donated children's aprons for cookery sessions.
- 3.11 Furthermore, some organisations found that the funded activity led to other needs being identified, which they then met by bringing in additional support. An example of this is that three organisations identified literacy and numeracy problems among participants and then brought in Adult Basic Education services to provide literacy and numeracy support.
- 3.12 Section 5 of this report describes how various partnerships developed further as a result of grant funded work.

Evaluations

- 3.13 In their application forms, organisations were asked to state how they would evaluate the grant-funded activities. Examples of methods proposed for evaluation were:
- collecting monitoring data such as recording the numbers of people participating, the volume of fruit and vegetables successfully produced, or sales in a café
 - verbal feedback and discussion with participants
 - comments books
 - evaluation questionnaires
 - health assessments including weighing sessions
 - interviews
 - food diaries
 - photographs
- 3.14 In most cases the evaluation methods proposed were appropriate to the size of the grant and the vast majority (48 out of 55) of organisations completed an evaluation form. None of the 16 grant recipients who were interviewed reported any problems with completing an evaluation, though one or two organisations thought they had completed and returned an evaluation form but, for some reason, this had not reached CFHS.
- 3.15 Approximately one-third of the organisations who completed an evaluation form also provided additional information such as reports, photographs, completed questionnaires and/or feedback from partners. Ten organisations submitted an

evaluation form but did not supply any additional evidence. Among the remainder of organisations that had completed an evaluation form, some stated that they had not yet undertaken a full evaluation because the activity was not completed; and others had used informal techniques, such as verbal feedback from participants, but did not include any evidence with their evaluation form. Some organisations commented that they appreciated the 'light touch' of the CFHS grants scheme in that it did not require a lot of paperwork.

Sustainability of plans

3.16 The *potential* sustainability of planned activities was assessed as part of this research project, by analysis of information in the application and evaluation forms. This analysis took place prior to interviews, which would provide evidence about *actual* sustainability.

3.17 The different ways in which activities could potentially be sustained without additional funding were:

- through providing equipment, books or materials which could be used by groups in future
- through providing training and new skills to participants who would then use those skills in future by volunteering or in employment
- by preparing land for a garden which would continue to be used for growing produce
- if the activities were built on to existing work (e.g. a health promoting school) and could be absorbed into the work in future at little extra cost
- undertaking social enterprise-type activities such as selling produce from a garden or food from a café and using profits on sustaining the activity

3.18 Other factors which could impact positively on sustainability were levels of support from and partnership working with other local services, support from local councillors and use of volunteers.

3.19 Moreover, another potential way of sustaining activities is if the organisation manages to secure further funding to continue or develop food and health activities. By the time of completing their evaluation forms (mostly during 2009) three organisations had secured or agreed funding which would help support further food and health activities – one for buying seeds and plants, one for a café refurbishment and one for outreach workers.

3.20 By the time of this evaluation, in summer 2010, 14 out of the 16 organisations interviewed had sustained food and health activities in various ways and these will be described in Section 5.

3.21 Some examples of projects that appeared to have less potential sustainability than others were those that used most of their funding for paying sessional workers or tutors; for equipment to be given to individuals for use in their own home; for ingredients, seeds and plants which would be used up; or for crèche provision and transport.

4 The impact of funded food and health activities on participants and the community

4.1 This section of the report describes the impact of the grant funded activities on participants and on the wider community. The evidence for this section is drawn from the 48 evaluations from, 16 interviews with funded organisations and the six case studies.

Impact on participants

4.2 The majority of evaluation forms and all interviewees reported positive impacts on participants of funded activities. Overall, the grant funded activities were reported to have had an impact on participants in four main ways:

- they gained knowledge, skills or confidence in relation to healthy food preparation or cooking (or growing produce)
- they made some changes towards a healthier lifestyle
- they enjoyed a positive social experience
- they were able to access other services to meet their needs

4.3 Not surprisingly, given that most of the grants were for some form of cookery classes, more than one-third of evaluation forms stated that participants had gained knowledge, skills or confidence in relation to preparing or cooking healthier food.

4.4 The range of new skills and knowledge participants acquired included food hygiene, food preparation, cooking, preparing baby food, planning menus, shopping on a budget, writing recipes, helping to run a community cafe and/or growing produce.

4.5 In some cases, grant funded activities led to participants gaining formal certificated training, for example in the CORE project (see CORE case study), nine participants gained certificates in REHIS Food Hygiene and 10 gained certificates in REHIS Elementary Food and Health. The certificates were presented at an award ceremony which also helped to increase participants' self esteem.

“People have said how the training will benefit them after getting their certificate, both in a work/voluntary setting but also on a personal level. They have a better understanding of hygiene and eating food for health which they will transfer to their families in their everyday life” (Project evaluation form)

4.6 In addition to these specifically food-related skills and knowledge, one-sixth of projects reported in their evaluations that participants had gained softer skills such as improved self esteem, more confidence in preparing or trying previously untried foods and establishing the routine of a set meal or regularly attending activities. One project reported that, as a result of the activities, young people were considering applying for youth achievement awards. Another found that young mums were passing on healthy weaning tips to others.

4.7 In the garden-based projects, grants enabled the client groups to learn more

about growing food. In one organisation providing therapeutic work for people with learning disabilities the grant has enabled more clients to be taken on and a wider range of produce to be grown. The grant was said to have impacted on clients by providing real work experience. Another grant for a garden project enabled primary school pupils to learn about a range of produce including strawberries, potatoes, rhubarb, lettuce, tomatoes and carrots, and how to grow and harvest them.

“The pupils love it. Some collect seeds from fruit and grow them at home; some have been helping their grandparents in the garden.” (Teacher)

- 4.8 In some cases the increased confidence, skills and knowledge gained led to participants making changes in their own lives, for example, changing their purchasing habits, cooking healthier food for their families, or becoming more active.
- 4.9 One third of evaluation forms reported that participants had made changes towards healthier attitudes/awareness or a healthier lifestyle. The types of food-related changes mentioned included being aware of or taking up healthier food choices, for example when shopping or in community cafes, or through eating fresh produce from gardens; eating more regular hot meals; trying new and healthier foods at home (including recipes learned on courses); and making their own baby food. One project reported that children at a primary school were said by a teacher to be more alert and better behaved following a healthy breakfast. Another reported that parents said they were doing more home-baking with their children.
- 4.10 In East End Kids & Co. (see case study), participants were able to take a meal, or the ingredients for a meal, home to their families following a cookery workshop. This was felt to be very important to low income families, as it meant that they could try a new recipe without the risk of wasting their own money if their family members did not like it and they had to cook something else.
- 4.11 Some grant-funded activities had also led participants to take up or increase their levels of physical activity, for example a youth project reported that some young people had increased their gym attendance rates. Involvement in the Wean the Weans project (see Blackburn case study) led to a group of young mums starting a walking group. The group meets every week to do a six-mile, two hour walk. Another project had expanded from providing healthy breakfast in school to getting parents and children involved in training for, and participating in, a fun run. Some gardening projects cited the physical activity benefits of gardening for their participants. In one organisation, the benefits extended to ex-residents who had come back to help with the garden.
- 4.12 More than one-fifth of evaluation forms cited the enjoyment by participants of grant-funded activities, especially the social aspect of getting together to make and/or eat healthy food and have fun doing so. Some organisations emphasised the importance of establishing a routine of sitting at a table to eat together, and there were examples from a women’s refuge, a homeless young person’s unit (see the Gilven Project case study), a community cookery class (see the Harvest Community Hall case study), an older people’s lunch club and

community centres of people appreciating the experiences of sitting down to share a meal together. Following their successful programme of cookery classes, a women's refuge had been given a 'Can Cook' kit containing recipes and games and residents had used it to run their own 'Come Dine With Me' evenings. A community centre had also put on a Christmas lunch for pensioners as it has a significant number of older people living alone in its local area.

- 4.13 Furthermore, a number of organisations used food events to bring together different sections of the community, for example one community centre with Polish and Lithuanian people in their community had a cultural evening where they tried ethnic cooking; and a women's refuge with Chinese residents tried Chinese food. One youth group (see The Base case study) also held an intergenerational cookery evening.
- 4.14 Other aspects relating to the enjoyment of the experience were also cited, for example, using good quality equipment (e.g. sharp enough knives), nice presentation of food, setting the table properly and/or knowing the food had been grown in the garden or prepared hygienically.
- 4.15 The fourth main type of impact on participants was that, in many cases, the grant funded activity led to them accessing other services and/or training. This included literacy and numeracy skills (see the Gilven Project case study), health services and further training (see the East End Kids & Co. case study). One community centre reported that the Health Visitor who runs clinics from the centre gets three times as many people coming in for clinics since the community café opened in the centre. A garden project also said that it now receives people on emergency placements for therapeutic gardening via the local council's social work service.

Impact on community/public

- 4.16 The impact of CFHS grants on the community or wider public is much more difficult to quantify and relies largely on anecdotal evidence from evaluation forms and from interviewees. It is also difficult to separate the specific impact of the CFHS grant and the impact of the organisation more generally (for example, in the case of community centres). Nevertheless some interesting points were made about both direct and indirect impact on the community.
- 4.17 The main areas of impact cited were, firstly, healthy and safe food either being taken home by participants for their families, or being available via community cafes, markets and gardens. Examples of this include The Base Youth Group and CORE (see case studies), both of which run community cafes, and the grants enabled volunteers to be trained in food hygiene and preparing healthy food. Another organisation, which received funding to run food markets, stated that they had established successful food markets in two new locations which were well used by local people. A garden project providing therapeutic gardening for people with learning disabilities encouraged participants to take home and try the garden produce. In addition, the clients in a Retreat supplied by this garden were receiving meals made from the organic produce.

- 4.18 Another aspect of community impact mentioned by interviewees was a greater sense of social cohesion brought about by food and health activities. An example of this is the Christmas dinner for pensioners provided by one community centre and the cultural and intergenerational evenings held by other organisations. In a primary school garden project, the grant had helped to bring new volunteers into the school, including a father who had not previously volunteered. A teacher said that this had helped the school to bring a different group of parents “*on board*”.
- 4.19 Grants may also have helped get healthy lifestyle messages across to a wider public. One interviewee said that the grant indirectly helped to spread messages on healthy eating through the community by word of mouth. Another grant had led to a fun run for 150 people being held in a local community.
- 4.20 A further indirect benefit of grants was suggested by a project co-ordinator – that by helping young people to acquire skills to help them live independently (e.g. cookery skills) the grant-funded activity may mean that young people are more likely to be able to sustain their own tenancy in future. This can help to prevent future homelessness and save public money.

5 Longer term impact of CFHS grants on organisations

- 5.1 This section of the report describes the impact of the grant funded activities on the organisations that received funding. The evidence for this section is drawn from interviews with the sample of 16 grant funded organisations (along with their application forms and evaluation forms) and the six, more in-depth, case studies drawn from the sample of 16 interviews. As interviews took place up to two years following the grant award, this section focuses on the longer term impact of the grant on organisations.
- 5.2 Overall, it is important to say that all projects were described as a success by interviewees, in fact most used terms such as “*very successful*” or “*really good*”. One project had not achieved its original aims but had changed its plans to offer a school breakfast club instead of a healthy eating and exercise programme for families. A few other projects had made minor changes to their plans, all with the agreement of CFHS.
- 5.3 Analysis of the evidence from interviews and case studies indicates that the grant funded activities had an impact on organisations in four main ways, by:
- enabling improvements in the quality of services they were able to offer
 - increasing awareness and use of their services
 - leading to enhanced capacity – for example additional funding, better use of volunteers
 - helping them to enhance their relationships with partners
- 5.4 The following sections of the report will examine each of these in more detail. A further section will examine if and how food and health, or other related activities, have been sustained since the initial grant.

Improving the quality of service

- 5.5 A number of organisations interviewed described how the grant had enabled them to offer a better quality or more enriched experience for their service users and staff. An example of this is provided by the Gilven Project case study, which shows that, by offering cookery as an additional activity, the project was able to enrich the timetable it offered clients, which had previously been mostly arts and crafts-based. The Gilven Project also felt that the cookery added value to the support workers' role by enhancing their relationships with clients. The co-ordinator of a youth project offering soup and smoothie-making also felt that the grant had enabled the project to offer "*something different*" to the young people. It has been followed up with further sessions on making salsa and dips.
- 5.6 A primary school teacher who developed a school garden with their grant also felt that they were able to offer an enriched timetable, with the garden being used for science experiments, work on the eco-flag scheme, the 'growing' topic, health and well-being week and creating a wildflower garden. The garden enabled the school to closely link education to the Curriculum for Excellence, which promotes experiential learning.

"The key thing was that we were able to develop topic-based and outdoor learning from early years up to P7. The learning experience across the whole school was fantastic". (Teacher)

- 5.7 Other ways in which the grants improved the quality of services on offer included improving the quality of food available from community cafes and enabling more healthy options to be available. One café serves mainly secondary school pupils and older primary school pupils (because the schools are across the road from the café) and has found that consumption of healthy options, including soup and baked potatoes, has increased. An organic garden project which supplied an adjacent retreat centre – at which food was considered to be an important feature of the retreat – was able to increase provision of soft fruit and vegetables to the centre. This, in turn, led to positive feedback and engagement between people at the retreat and the people with learning disabilities who work in the garden – thus improving the quality of the experience for both groups.
- 5.8 A further, but less direct way, in which the quality of services was improved by grants, was that some organisations said they had more time to focus on strategic and development issues because their time was freed up from fundraising. In one organisation this:

"made us think of how we could take the project further and got us working together with other churches. We saw that if we used the money wisely we could carry on. We have been able to secure money from other sources now." (Project Co-ordinator)

Improving awareness and use of services

- 5.9 Many projects said that the grant had helped them reach more people – either by making them more aware of the services they provide, or by increasing the

numbers of people using their services. In some organisations the grants had also led to an increased sense of ownership of the project by the local community or client group.

- 5.10 In interviews just over half of organisations said that the grant had led to greater awareness and use of their services. For some community cafes (for example see The Base case study), serving increased numbers of people had enabled them to become, or work towards, being self sustaining through profits. Greater awareness of some organisations' work has led to increased demand for their services. The East End Kids & Co case study shows that, following pilot cookery classes, there was a waiting list of 180 people who wished to complete the courses. The CORE project (see case study) also led to links being made with the local councillor who later used the café for a community meeting. Local publicity associated with grant-funded activities also raises awareness of the work of organisations and can bring greater recognition of their efforts. Greater awareness and demand can in turn help to secure further funding.
- 5.11 In some organisations it was felt that links with their communities were improved through the grant-funded activities. Some interviewees spoke of a greater sense of community ownership of the project, for example, a school garden in which parents and pupils were closely involved in planning and planting and two community cafés.

Enhancing capacity

- 5.12 Clearly, providing funding for organisations to undertake food and health activities has a direct impact on that organisation's capacity to deliver services, at least whilst the funding lasts. However, the impact on the organisation can be maximised if the some of the money is spent on capacity-building activities, for example, training, use of volunteers and buying equipment for future use by local groups.
- 5.13 CORE (see case study) received funding to train volunteers in food and health and food hygiene, so that they could provide a resource for their World Café. As a result of the training, CORE now has 12 trained and more confident volunteers who can work in the café and supervise others, which makes the café more sustainable. Similarly, The Base Youth Group (see case study) has a pool of young people who are trained in food hygiene, customer service and food preparation and take part in a rota of volunteers running the café. Although some have moved on to university, there are still a few who help out and plans to train more if funding is available. In the meantime, basic training is provided in-house to new volunteers by The Base itself.
- 5.14 The Gilven Project (see case study) made links with a local college and has provided placements for students on a National Certificate course in community education. This has been beneficial both for the students, as they get hands-on experience of working with young homeless people, and the project, which has greater capacity and has found that the students work well alongside the young people.

- 5.15 East End Kids & Co (see case study) uses volunteers to help deliver its cookery courses. As well as increasing the capacity of the organisation to deliver courses, the volunteers also benefit by being offered opportunities to train, not just in food and health related courses, but also in information technology, sports and recreational activities, management and capacity building courses offered by Glasgow East Regeneration Agency and other local providers.
- 5.16 Thirteen (13) of the 16 organisations interviewed used at least part of their funding to increase their capacity to deliver services by purchasing equipment for food and health activities. This included gardening equipment, kitchen equipment and (in one case) crockery. In one organisation the equipment was to be given out as starter packs for homeless people embarking on a new tenancy, but in the remainder the equipment was to be used or held centrally for groups of participants.
- 5.17 In one garden project the grant had an unexpected result in that a local farmer heard about proposals to purchase a poly-tunnel and donated adjacent land that he could no longer cultivate. This led to a greatly increased capacity for the garden and the number of clients it could take on.

Enhancing relationships with partners

- 5.18 One of the most important outcomes of grant-related activity has been that it has, in many cases, led to enhanced relationships with partner bodies such as health services, local council services and other agencies and stakeholders. This has often led to mutual or wider benefits such as sharing expertise, ensuring consistency of healthy eating messages, increasing capacity, extending reach and increasing the sustainability of activities.
- 5.19 Two organisations interviewed cited their joint work with health services as a result of the grant. In both cases they had made links with a local health practitioner. In one community centre, this had increased both the numbers coming to clinics and the numbers coming to the community café. In The Base Youth Group (see case study), links with the local health practitioners had led to increased joint working and mutual support.
- 5.20 A third organisation (see Blackburn case study) made links with the local health Improvement Team which had resulted in the Wean the Weans course being delivered elsewhere in West Lothian. The HIT will also be part-funding a weaning cookery book being produced as a result of the project. One of the advantages of partnership working in this project was also said to be ensuring that consistent messages about weaning were being given out by different agencies.
- 5.21 The Harvest Community Hall (see case study) helped to establish a partnership group specifically to run the cookery classes funded by CFHS. This brought mutual benefits including discussing ideas, securing funding, providing volunteers and making referrals for the cookery classes.
- 5.22 Other organisations have formed partnerships with voluntary sector providers or networks. The Gilven project (see case study) found that the grant enabled

them to offer a new service - providing cookery classes - to other organisations and it has cemented links with the YMCA. Although the cookery classes with the YMCA drop-in group is not continuing, the grant has led to consideration of a joint gardening project between the two organisations. CORE (see case study) has, as a result of the funding, made links with Edinburgh Community Food, which has a forum for healthy cooking initiatives and has helped CORE with finding further venues and trainers.

- 5.23 Some of the garden projects have also developed beneficial relationships as a result of grants. One garden project has made links with a local primary school and offers placements for pupils doing John Muir Trust awards. It has also been contacted by the head of the local council's learning disability strategy to discuss the possibility of taking on clients with autism – at the time of interview the garden was about to receive the first group of council clients for a visit and expected ultimately to provide placements for ten clients with autism. The local community service team also wishes to develop a garden for rehabilitation of offenders and has contacted them for information.
- 5.24 Another garden project in a primary school has formed a Green Giants committee of staff and pupils to oversee the garden. It has also found that pupils' fathers are more likely to be involved in the garden than in other school activities.

Sustaining food and health activities

- 5.25 In 15 of the 16 organisations interviewed, food and health activities had been sustained - in one way or another - following the end of the grant. In only one was activity no longer happening, though equipment was available for cookery classes should the organisation secure further funding. Even in this project, the grant had led to links being made with a health and homeless strategy group which might help identify future opportunities for work on food and health.
- 5.26 Five organisations interviewed stated that the food and health activities had become (or were becoming) self sustaining through profits or nominal charges. This applied to a garden project, a school breakfast project and three community cafes (for example, see The Base case study).
- 5.27 CORE (see case study) had become more self-sufficient in running its World Café by having a pool of trained volunteers. It has also recently received another grant from CFHS to run workshops for volunteers which build on the previous training.
- 5.28 Five organisations had used the CFHS grant as leverage and had managed to secure further (non CFHS) funding to continue or develop food and health activities. This included the Blackburn Early Years Action Group; East End Kids & Co; the Gilven Project (see case studies); a young mums group and a homeless project.
- 5.29 Two other organisations that had managed to sustain activities had done so temporarily with another non-CFHS small grant. These included a youth project which was able to run a second programme of healthy eating sessions and the

Harvest Community Hall (see case study) which continued with cookery classes after the end of the grant but is now seeking further funding.

5.30 A primary school garden project was said to be self sustaining now that the garden was there and “*would continue to be part of the life of the school*” (Teacher). In this school, a number of teachers had since undertaken ‘Grounds for Life’ training to help build the collective skills of the school in using the garden to enhance the curriculum.

5.31 Finally, one small project had used the grant to buy crockery for older people’s lunches and the benefits of the grant (better presentation and enjoyment of food) would continue as long as the crockery lasted.

Factors that have helped or hindered outcomes

5.32 Interviews with organisations explored what factors had either helped or hindered implementation of the food and health activities. Not many organisations cited helping or hindering factors but those that did mentioned factors relating to either resources (venue, staffing, volunteers etc), administration processes (e.g. arranging courses and childcare), or relationships.

5.33 Some projects had experienced problems with venues lacking sufficient capacity or being closed down. In one of the case study organisations (see Harvest case study), high venue costs had led to classes being postponed until a cheaper alternative was found. Other organisations had problems with people resources, for example because of staff or volunteer turnover or shortage of appropriate skills. Others experienced insufficient funding, for example, for crèche provision or running their activities on more days. On the other hand, the simplicity of the CFHS grant process was appreciated and some organisations cited the use of volunteers and students as a helping factor, as well as the skills and time of their own staff.

5.34 Relationships with others were more likely to be cited as a helping than a hindering factor. One organisation found it frustrating that despite working with young people to change attitudes to food, it was hard to change the attitudes of their parents.

6 What has been learned from grant-funded activities?

6.1 This section describes the learning from the grant-funded activities and is based on evidence from the evaluation forms and reports, interviews and case studies. The main areas of learning centred on:

- working with other people to maximise impact.
- meeting the needs of clients

6.2 One area of learning was about making links with other people, including staff, volunteers, students and people from other agencies to maximise impact. This can help to maximise the resources and skills available to support the activity, increase the number of participants and ensure consistent healthy eating

messages are given across the board. Two interviewees described how they had persevered with efforts to get staff on board, one saying:

“It was quite difficult at first to get some staff on board with the idea of a school garden, but once they saw it as a learning and fun experience, it changed.”
(Teacher)

- 6.3 On occasion, efforts to get others on board do not go as planned and other options have to be considered. Two youth projects, including The Base Youth Group (see The Base case study), tried to get parents involved but found it too difficult to do this in the way they had planned. The Base then changed their approach to providing café sessions open to the whole community. One of the learning points cited was that *“things don’t always go according to plan.”* (Project Co-ordinator)
- 6.4 The CFHS grants are targeted at people in low income communities. People who are targeted by the funded activities are therefore likely to have a number of pressures in life which might prevent them from attending activities. Many organisations described their learning in terms of efforts they had made to ensure that activities were accessible and worthwhile for people to attend. These efforts included making arrangements to deal with practical barriers, such as providing childcare (see CORE case study) or language provision (see East End Kids & Co. case study) and carefully considering the timing of activities. One project for homeless young people (see Gilven case study) made activities available at various times of day, including the morning, so that young people *“had something to get up for”*(Project Co-ordinator). Two projects providing activities for young parents ensured that activities took place at the right stage for the babies – in one case so that parents had established a routine with a new baby and in another (see Blackburn case study), so that weaning classes came at the appropriate stage for babies.
- 6.5 Other ways of promoting attendance include issuing reminders – either by text or in person (see Blackburn case study), trying new ideas, including art, theatre or themed sessions (for example, cooking for Christmas) and giving people something to eat or take home (see Harvest, Gilven and East End Kids & Co. case studies). Another important incentive is a recognised certificate for a completed training course (see CORE case study). Being able to adapt material for use with different groups, for example, young people, was also mentioned by a few organisations. One interviewee said *“It is always worth trying something new”* (Project Co-ordinator).
- 6.6 Another aspect of meeting people’s needs is how groups are managed. A number of organisations stated that an informal and flexible approach works best, so that issues can be dealt with as they arise. Some organisations also described how involving participants in planning and preparation helps them to engage more effectively with the activity and have a sense of ownership. However, there is also sometimes a difficult balance to achieve between a community development or person-centred approach and getting things done (see The Base case study).

- 6.7 Although an informal approach has worked well for many organisations, on occasion a more formal approach might be required, such as challenging people if their behaviour or group dynamics are becoming a problem or having to manage a child protection issue.

7 Conclusions

- 7.1 There were two objectives for this research. The first was to review the CFHS small grants awarded in 2008, to establish:
- the range of activities undertaken
 - who was involved
 - the impact of funded activities
 - evaluations carried out
 - sustainability of activities
- 7.2 The second objective was to report on the impact of the small grants scheme and any lessons learned relating to best practice for community-based project activity.
- 7.3 A wide range of activities were funded by the 2008 small grants scheme, ranging from cookery classes to weaning classes, healthy eating sessions, theatre and arts sessions and community cafes and gardens. However, it was predominantly cookery classes and workshops that were funded. A wide range of groups were targeted but the most common target group was families with young children. It was not part of this evaluation to ascertain whether this spread was representative of all applications. This is separately monitored by CFHS as part of its Equality Impact Assessment of the small grants scheme.
- 7.4 Organisations worked with volunteers, partner agencies in the NHS, councils and the voluntary sectors. Some received help from students on placement and from private companies. Working with others was beneficial in a variety of ways, including expanding capacity, ensuring consistent healthy eating messages, sharing expertise, bringing in new participants, helping to find funding or other resources and developing new joint work. Working with others can therefore help to broaden the impact of the funded activity, create spin-off activity related to food and health and help to ensure sustainability.
- 7.5 All interviewees and the majority of evaluation forms reported positive impacts on participants of grant funded activities. Impacts included gaining new knowledge, skills and confidence in relation to food and health, acquiring soft skills such as regular attendance and improved self esteem. Some had also benefitted from acquiring certificated training. Other impacts were in relation to changes towards a healthier lifestyle, such as healthy eating or taking more physical activity. Some participants also enjoyed social aspects of activities and, in some organisations, gained access to other services to meet their needs.
- 7.6 The impact on communities was harder to ascertain but reported benefits included increased availability and accessibility of healthy food and attending

community events related to food and health, which contributed towards social cohesion.

- 7.7 This research also examined the longer term impact on organisations up to two years after they receive the small grant. The grants impacted positively on organisations in a number of ways, including increasing awareness of and demand for their services, enabling them to improve the quality of services they offered and enhancing relationships with others and their capacity to offer services. In relation to the sustainability of projects, time is an important factor. At the time of interviews in 2010, significantly more projects reported that their activities were sustainable than was noted within the evaluation forms in 2009.
- 7.8 On the whole, evaluation methods proposed by organisations seemed fit for purpose. However, the evaluations submitted did not always live up to what had been proposed in the grant application. Some organisations commented that they appreciated the 'light touch' of the CFHS small grants scheme in that it did not involve a lot of paperwork and was quite straightforward. There is clearly a balance to be struck in a small grants scheme between encouraging small organisations – many of which are run by volunteers - to access funding and discouraging them by requiring too detailed an evaluation following the grant.
- 7.9 The sustainability of activities is enhanced if grant funding is spent on equipment which can be shared, training, assets which are permanent (e.g. a kitchen or garden), seed funding for a café or garden or other activity which becomes self-sustaining through profits, or an activity which can become embedded in an organisation once it is established. However, it is not necessarily possible to predict from grant applications which activities are likely to become sustained – for example the Base Youth Group did not originally intend to run a cafe, but it did so because of a change of plan and the café is now self-sustaining.
- 7.10 Another way that food and health activity can be sustained is if the organisation is able to secure funding from another source on the back of the CFHS grant. This may be aided by demonstrating, through a good quality evaluation, how activities meet needs and making effective partnerships with other organisations.
- 7.11 Moreover, another important aspect of sustainability is the legacy of activities among the individual participants. Though, in some cases, organisations may not be able to sustain the funded food and health activity, the impact of their work may be sustained if they have passed on skills or equipment to people who then go on to use them elsewhere – in their own homes, through volunteering or at work. This research found that one-third of evaluations reported that participants had made changes towards a healthier lifestyle for themselves and their families.
- 7.12 The learning from grant funded activities can be summed up in the following tips for community organisations:
- involve participants in planning and preparation where possible, in order to have a greater sense of shared ownership

- ensure that activities are planned to cater for people's practical needs
- have the flexibility to change plans and try new ideas if things do not go according to plan
- make every effort to involve other people – volunteers, other agencies, individuals, councillors, the local press etc – to maximise impact and capacity and bring mutual benefits
- consider the sustainability of activities from the start and how they could be continued, if successful
- be open to other spin-offs from the initial activity and consider how you can support them
- document how and what needs have been identified and the impact of the activity - through recording attendance (or sales) and using feedback methods (comments books, post-its, questionnaires, etc.)

Appendix 1: Organisations in receipt of a grant in 2008

Name	Local authority	Grant £	Target groups	Proposed activities
Achahoish Primary School	Argyll & Bute	150	Pupils	Cookery skills
Active Forth	Falkirk	675	Vulnerable adults	Weight management programme
Age Concern, Broomlands	North Ayrshire	1220	Older people	Providing daily nutritious meals for elderly
Alloa Family Centre	Clackmannanshire	1368	Vulnerable young people	Cookery group
Ayrshire Initiatives	South Ayrshire	3000	Young homeless	Healthy eating programme
Bannockburn Health Visiting Team	Stirling	900	Vulnerable families	Cookery group
Barra Children's Centre	Western Isles	1949	Children & wider community	Garden & healthy options for community café
Blackburn Early Years Action Group	West Lothian	1634	Young families	Healthy weaning workshops & outreach
Burnfoot Community Flying Start project	Borders	910	Vulnerable families	Healthy eating, cooking, budgeting programme
Cair Scotland	Dundee & Angus	2676	Young people	Healthy eating programme
Camelon Community Project	Falkirk	2984	Older people & local community	Community café improvements
Carmuir Primary School Parent Council	Falkirk	703	School pupils	Healthy snack preparation
Claremont Primary School	Clackmannanshire	1998	Children - nursery to P3	Growing & preparing own food, educational
Community Learning & Development East Ayrshire Council	East Ayrshire	500	Young people	Cookery classes
Community Organisation for Race Equality	Edinburgh	2847	Minority ethnic adults	Support World Cafe
Clydesdale Community Food Market	South Lanarkshire	1650	Local community	Food markets & cookery classes
Cults Primary School	Aberdeen City	1980	Children with special needs	Cookery classes
East Ayrshire Women's Aid	East Ayrshire	1571	Vulnerable families	Training & education on healthy eating on a budget
East End Kids & Co	Glasgow	2898	Local people	Get cooking, get shopping workshops
East Neuk Recovery Group Initiative (ENeRGI)	Fife	3000	People with mental health problems & local community groups	Food shopping trips and cooking classes
Glenburn School (Special Needs)	Inverclyde	1310	Vulnerable families	Parents cookery classes
Gowans Child & Family Centre	Perth & Kinross	630	Pre 5 families	Cookery group
Harvest Community Hall	Aberdeenshire	2330	Vulnerable adults	Cookery classes
Haven Caring Counselling Communication Centre	South Lanarkshire	2275	People with life limiting illness	Healthy eating workshops
Home-Start, Glasgow South	Glasgow	2014	Vulnerable parents	Healthy eating sessions
Ishuze Youth Action Project	Borders	491	Young people	Soup & smoothie project - making and tasting new food

Name	Local authority	Grant £	Target groups	Proposed activities
Jogging Buddies - Healthy Eating, Active Living Project	Renfrewshire	1150	Families & young people	Cooking, eating & physical activity
Kilbirnie Youth Group	North Ayrshire	873	Young people in transition	Healthy snack preparation
Knowetop Community Farm Project	West Dunbartonshire	2950	Local community	Community café improvements
Lanark Lodge Day Service	Borders	1635	Disabled adults	Vegetable garden
Let's Make It Better	Stirling	2300	People with mental health problems	Food workshops & gardening
Lodging House Mission	Glasgow	1820	Homeless people	Budgeting, shopping, cooking, eating
Mid Argyll Cancer Care Support Group	Argyll & Bute	2189	Cancer patients & their families	Healthy eating programme for people undergoing treatment
NHS Ayrshire & Arran	South Ayrshire	2620	Expectant mothers	Food preparation and cooking
North Glasgow Community Food Initiative	Glasgow	1260	Local community	Food production and cookery training
Pilton Community Health Project	Edinburgh	2920	Primary pupils	Healthy tuck shops
Preparation for Life NCH Scotland	West Dunbartonshire	2650	Homeless young people	Cooking sessions, shopping on a budget
Quarriers Oban Rooftops	Argyll & Bute	608	Young single mothers	Cookery programme
Randoph Crescent Hostel	Edinburgh	1062	Drug and alcohol users, homeless	Fruit & veg garden
SAMH	North Ayrshire	603	People with mental health problems	Gardening
Scottish Christian Alliance Gilven Project	Fife	1110	Homeless	Cookery classes, fruit bowl and Sunday lunches
Scottish Society for Autism	Clackmannanshire & Stirling	1818	People with autism and men with alcohol & mental health problems	Fruit & veg garden
Secondary Schools Support Service	Clackmannanshire	1912	Pupils & parents/carers	Cooking with confidence sessions
Sikeside Primary After School Group	North Lanarkshire	616	Children and families	Shopping, cooking, eating
Sorn Educational Trust (After School Care)	East Ayrshire	965	Children	Education, food preparation, eating
Southton Smallholding	Perth & Kinross	2197	Adults with learning disability /mental health problems	Therapeutic gardening
St Brendan's Primary School	North Lanarkshire	2998	Children & adults	Cookery classes
St Machar Academy	Aberdeen City	1700	S1 and S2 pupils	Tuck shop
St Ninian's Church Homelessness Awareness Group	Fife	1500	Homeless people	Kitchen equipment starter packs
Sunnybank Community Centre	Aberdeen City	2270	Young families	Cookery group

Name	Local authority	Grant £	Target groups	Proposed activities
The Base Summerhill Senior Youth Group	Dumfries and Galloway	2000	Young people & their families	Cookery group
Toss Theatre	North Lanarkshire	1932	Young people	Food, diet and health workshops and drama
Townhead Primary and Nursery School	North Lanarkshire	900	Families	Healthy eating & living programme
Westfield Park Community Centre	Falkirk	2062	Local community	Cookery classes
Women Moving On	West Dunbartonshire	300	Vulnerable adult women	Cookery group

Appendix 2: Case studies

Name	Grant amount	Client group	Type of activity	Current position	Key themes
The Base Summerhill Senior Youth Group, <i>Dumfries and Galloway</i>	£2,000	Young people & their families	Cookery group	Cookery groups still running. Have started community café 3 evenings a week, combined with internet drop-in. Is self-sustaining at present but would like more money for training volunteers.	Community development approach; use of volunteers; self sustaining.
Blackburn Early Years Action Group, -Wean the Weans Project <i>West Lothian</i>	£1,634	Young families	Healthy weaning workshops & outreach	Still running courses. Another 2-3 planned. Also ran Get Cooking classes with other funding. Planning a cookery book. Wean the Weans courses being offered more widely via Health Improvement Team. Walking group also started. Seed money has led to new grant.	Learning being used more widely; leverage of initial grant; other activities developed.
Community Organisation for Race Equality (CORE) – World Cafe <i>Edinburgh</i>	£2,847	Minority ethnic adults	Volunteer training to support World Cafe	Trained volunteers now work in café. Another course planned with another small grant. Found venue and trainer through ECF network.	Training volunteers; linking with other bodies to maximise capacity.
East End Kids & Co. – Get Cooking Workshops <i>Glasgow</i>	£2,898	Local people	Get cooking, get shopping workshops	Ran 14 courses training 113 people. Continue to run classes. Full-time development worker in post to deliver, funded by two Trust Funds. Developed relationship with nurseries & widened activities	Leverage of initial grant; expanded activities & flexibility in meeting needs.
Scottish Christian Alliance Gilven Project <i>Fife</i>	£1,110	Homeless people	Cookery classes, fruit bowl and Sunday lunches	All 3 aspects of project have continued with slight changes – some taken over by staff in Gilven House. Have got funding from other sources. Looking at developing organic garden with YMCA. Producing cookbook.	Relationships with partners, using student placements and volunteers to enhance capacity.
Harvest Community Hall, <i>Aberdeenshire</i>	£2,330	Vulnerable adults	Cookery classes	Ran 2x6 week blocks with grant. Have run a further 2 since then. Was taken on by someone from council currently seeking further funding.	Relationships with partners, leverage of initial grant, use of volunteers.

The Base Youth Group, Dumfries – Cookery groups and equipment

The Base Senior Youth Group meets in the Summerhill Community Centre in Dumfries. The community centre is owned by Dumfries and Galloway Council and managed by volunteers from the local community. There are about 75 volunteers involved in the centre and it is well used by local people. At the time of receiving the grant, the youth group had been meeting once a week and were in the process of also developing an internet drop-in facility to be run by a youth committee and adult volunteers. Since then, the community centre has secured funding to employ a full-time Youth Development Co-ordinator.

What was the grant for?

Through community consultation with young people a need was identified to work with them on influencing a healthier food culture, routine meals with family and encouraging healthier lifestyles. The aim was to hold cookery workshops on two extra nights per week, one focusing on food hygiene and healthy eating and the other on cookery and inviting the young people's parents/family to the Centre to eat with them.

The CFHS grant of £2,000 was used for the additional hall rental, to buy equipment for the kitchen (such as a fridge freezer, grills and utensils) and ingredients for the workshops. The workshops were run by three adult volunteers whose travel expenses were also paid out of the grant.

In total 24 cookery workshops were held over a period of ten months. Five young people attended every session and another 14 young people attended most sessions. There were also a few more young people who attended the occasional session.

In the event, the meals with parents did not work out as planned because only a few parents attended and some young people were too embarrassed to invite their parents. However, this led to the idea of a café opening to the community at the internet drop in sessions. The young people made 'evening specials' through their cookery workshops to add to their basic menu for the café. The cafe was now open an additional two evenings a week alongside the internet drop in facility.

Who did The Base Youth Group work with?

The Base worked with adult and youth volunteers. The adult volunteers initially ran the workshops and both adults and young volunteers are on the committee which helps to organise the youth group activities. The café is run by both youth and adult volunteers on a rota basis.

The local Health Improvement Team provided leaflets and resources on healthy eating and the Dumfries Association of Youth Clubs provided general support. Twelve young people attended food hygiene training provided by The Base and three of these undertook their elementary food hygiene certificates through school. Three adult volunteers received certificates in food hygiene through the Care Consortium Training Agency.

Since the grant, the Base Youth Committee has been in touch with local health practitioners (via the Health Improvement Team) to seek their support for the café and cooking workshops. This team was simultaneously in the process of developing a 'Let's Cook' training programme for community members and were keen to use the centre as their venue. These workshops continue to run and most volunteers and young people from the community café rota have completed the course. This has led to a new and positive relationship with the NHS and other services such as 'Building Healthy Communities' have also been involved in some of the Base Youth Group's other activities, for example, support for volunteers and helping at an intergenerational cooking night.

What was the impact of the grant?

The project was evaluated through recording attendance, by asking for comments on post-its after each session and through an evaluation questionnaire at the end of the course.

Impact on participants: The workshops have increased the skills, abilities and confidence of the young people. They shared responsibility for running the café and their awareness of food content, menus and budgeting increased. Although some of the original young people have moved on, there are some who are still volunteering at the café from time to time.

"The young people are more aware of introducing healthy eating options through the café. Some had never looked at food content before". (Development Co-ordinator)

Impact on the Base Youth Group The café has been sustained and the project is providing healthier eating options to the community. The project also led to a new partnership with the NHS and developed effective networking opportunities that have since developed in new youth activities being provided for young people at the centre.

Impact on the local community: The community centre is run by local people and well supported. There has been a positive impact on the community now that the café is there because it is reaching large numbers of people who have the opportunity to try new, healthy meals.

How has the project been sustained?

After the initial cookery groups, the workshops led to the trained young people helping to run the community café three nights a week. It is run on the youth night once a week and for the whole community twice a week and combined with an internet drop-in. Around 50-70 people use the café each week and the café has become self sustaining through profits. Although some young people have moved on, there are still three from the original workshops who volunteer from time to time and there are two new young people who are regular café volunteers. New young people complete the in-house food hygiene, customer service and food preparation training provided by in-house trained volunteers and development co-ordinator before volunteering in the café.

The project also has plans to develop an allotment in the community centre garden. This has come from having the initial grant and recognising an opportunity for volunteers to develop – by growing and using food in the café.

Key success factors and learning points

- The community centre is managed by local people and there is a huge amount of support for it locally, with a significant number of volunteers helping to run activities.
- The full-time development worker post helped the project consolidate.
- It took a lot of time for planning and decision making – it was hard to achieve a balance between a community development/democratic approach and letting everyone have their say and actually getting things done.
- Also the time taken to make sure young people were learning and being careful – *“they just wanted to jump in there and get messy”* (Development Worker).
- It was better to have a more open community café for everyone rather than a few parents coming in (a more informal approach worked best).
- Connections made with the health practitioner have led to greater use of the facilities.
- Young people have acquired new skills and, although some have moved on, there have been new volunteers trained and willing to help.
- Ideally the project would like to have a rolling programme for four-week food hygiene/preparation training blocks to ensure new volunteers and also young people under 16 years old can be trained, but the funding has not been found as yet.

Blackburn Early Years Action Group – Wean the Weans project

Blackburn Early Years Action Group is a multi-agency partnership body based in Blackburn, a low income area in West Lothian. The members are West Lothian Council Parent Action Project and Community Regeneration Team, SureStart, Health Visitors, Nursery Nurse, Nursery Schools and Homestart. Parent representatives have recently been invited to join the group. The Action Group was formed in 2007 to identify early years needs in the community and collectively develop activity to respond to these, and supporting parent-led activity.

What was the grant for?

The Action Group identified that, although they had good relationships with parents through Under 5s groups and there were healthy eating activities in nurseries, there were no opportunities for parents to learn about healthy weaning. They had also observed some unhealthy weaning practices. They successfully applied to CFHS for a grant of £1,634 to purchase appropriate equipment, for example, hand blenders and ice cube trays; ingredients; weaning books and for crèche funding in order to run weaning courses and road-shows.

Three road-shows were held in a Health Centre and two nurseries, timed to coincide with when parents with babies were attending. The road-shows provided information about weaning and aimed to recruit participants for courses. Three 4-week courses were run for parents and included discussion and practical sessions on healthy weaning, making home made baby food and how to adapt whole family recipes. Commercially produced baby foods were compared with home made foods and labelling, price and convenience were discussed. In total 14 people attended the courses. The equipment was kept in the community centre as a resource for all the Early Years groups to use.

A recipe and information folder was produced and given to course participants, along with weaning pots and a hand blender to allow them to continue to make baby food at home.

Who did the Action Group work with?

The Action Group worked with all its partner bodies and, in addition:

- Local nurseries and primary schools who hosted road-shows to promote the course
- Blackburn Community Education Centre management committee who provided the venue
- Community Action Blackburn who referred some parents and who will be hosting the courses in future
- West Lothian Council Health Improvement Team and NHS Infant Feeding adviser who provided help and advice on course content and resources and helped to ensure consistent messages were being given
- A variety of partners helped to engage parents in the course

What was the impact of the grant?

Evaluation of the project was done through observation of the course and from asking for participants' views at the end of each course, using evaluation questionnaires and verbal feedback.

Impact on participants: Parents enjoyed learning about cooking and how easy it is. It benefitted them, their children and their whole family. Some have also commented since then at baby clinics, for example “*eats anything*” and some have been heard telling other parents about the course. It has been important that correct and consistent information about weaning has been given to parents.

Getting larger numbers of parents to come to the classes proved difficult, but improved by the third course through regular reminders.

“Once they were through the door, the cooking part went well. They were more relaxed in the kitchen and enjoyed chatting laughing, cooking, tasting...”(Course tutor)

Impact on the Action group: Running the courses helped the Early Years Group to implement a food and health project, and to gain experience and confidence about doing more events that are not one-off. They hope to build on this by running courses about feeding older children.

Impact on the local community: Some parents have been advocates for the weaning and given advice and shared some of the weaning tips.

How has the project been sustained?

- The weaning course has been taken on by the Health Improvement Team and it will be used across West Lothian.
- The CFHS grant seed funding and the successful weaning project has led to further funding of £10,000 being granted by the Fairer Scotland Fund to run more weaning courses and Get Cooking classes to teach how to cook for the whole family.
- A fun open day “Eat, Meet & Move Your Feet” was held including fitness, dance, healthy eating and dental health.
- A weaning cookery book is being produced as it was felt that existing information was confusing for parents. This will be published by the end of the year (partly funded by the Health Improvement Team).
- A ‘Food for under 5s’ event is planned
- The library of books about weaning is being extended
- One of the mums from the weaning course suggested a walking group – ‘Blackburn Buggy Pushers’. This has started and the group meets every week to do a 6 mile, 2 hour walk.

Key success factors

- The seed money available which enabled the project to identify other activities and secure more funding
- Identifying a gap in provision – something that is needed in communities
- Planning the project around the right stages for weaning

- The skills of workers in engaging with parents and using an inclusive and informal approach
- The cooking tutor was also known to the parents as a local Community Nursery Nurse and was able to help with recruitment
- The partnership working
- The mix of facts and practical skills provided on the course
- The correct information about weaning being given consistently to parents by all partners has helped build up trust with parents

Community Organisation for Race Equality⁶ (CORE) – World Café training

The Community Organisation for Race Equality (CORE) is based in the Pilton area of Edinburgh and works with minority ethnic adults. It started a World Café, once a month, at the North East Edinburgh Art Centre Café, which involved preparation of international foods for members of the community visiting the Art Centre.

What was the grant for?

The World Café had been beneficial for volunteers in building their confidence, self esteem, knowledge and skills, and was also thought to have promoted community integration more generally. However, CORE identified a need for more formal training of cafe volunteers to increase their knowledge of healthy eating options and how to prepare them. The project also wanted to provide elementary food hygiene training.

The CFHS grant of £2,847 was used to run two REHIS⁷ training courses – one on food hygiene and one on food and health - which were attended by nine and ten people respectively. All participants gained an elementary REHIS food hygiene certificate and/or a food and health certificate, which was awarded at a local ceremony attended by a local councillor and reported on in the local press.

Each course took place over two days and a crèche was organised to allow parents with young children to participate. Initial plans to hold the training in a city centre venue were not practical for participants so a local venue was used.

Who did CORE work with?

CORE is a member of the North East Edinburgh Health and Social Care Sub Group. The group has produced a health plan in which one of the objectives is to address issues relating to food poverty and healthy eating.

For this project CORE received help from:

- Borders College who provided the training
- The local Community Centre who provided the venue and lent toys for the crèche

What was the impact of the grant?

The project was evaluated via verbal feedback from participants and evaluation forms completed at the end of the training. Photographs were also taken during training sessions.

Impact on participants: They gained new skills and knowledge in preparing healthy foods and food hygiene. Participants found the courses useful and interesting and some have gone on to use their skills in work or volunteering roles. Some participants have also commented about using the information to improve their own and their family's diet.

Impact on CORE: The grant allowed two training courses to take place and as a result, CORE now has 12 people who are trained and can confidently volunteer in the World Café, which makes it more sustainable and able to provide healthy, multi-

⁶ Previously called the Black Community Development Project

⁷ Royal Environmental Health Institute of Scotland

cultural, home-made food. Other people have since come forward who wish to undertake similar training.

CORE also got recognition from the local councillor and publicity in the local press, which illustrated how it develops people's skills. The councillor has since booked the World Café for a meeting.

Furthermore, CORE got invited to the CFHS conference to do a presentation and workshop which raised its profile.

As a result of the grant CORE joined the Edinburgh Community Food, which links food projects across Edinburgh. ECF has initiated a forum of local voluntary organisations involved in cooking initiatives and members of the forum share experience, practice, knowledge and training needs. CORE has joined the forum and through this link has found a venue and trainer for its next courses.

Impact on the local community: Indirectly the community benefited because local people use the World Café and they get healthy and safely prepared food. In addition, the training supported some of the participants in seeking employment and taking up volunteering opportunities.

How has the project been sustained?

CORE was recently awarded another grant from the CFHS small grants programme to run 6 week cooking workshops, building on what it has already done.

However, a key barrier is finding the resources to run courses. CORE would like help with knowing about what courses to run, who the trainers are and which courses are certificated. People benefit from getting certificates as it helps them with taking up opportunities to use their skills after the course.

Key success factors

- The time taken in planning the courses and CORE's flexibility in arranging dates and times, venues and the crèche, to fit in with the diverse needs of participants.
- The help from Borders College and the local community centre
- Being able to offer certificated courses which enable people to use their skills for work or volunteering

East End Kids & Co – Cookery groups and equipment

East End Kids & Co is a food and health project in the east end of Glasgow. It started out in 2000 as a project providing fruit in nurseries. It has evolved since then into a community food and health project which, amongst other activities, provides Get Cooking, Get Shopping classes to local communities.

What was the grant for?

East End Kids & Co had run a pilot 6-week Get Cooking, Get Shopping course for local people to gauge the level of need. The success of the pilot was indicated by the fact that, in addition to the people on the pilot courses, a further 180 people signed up on a waiting list for future courses. East End Kids & Co therefore applied for a CFHS grant to run a further series of courses to meet this demand.

The CFHS grant of £2,898 was used to buy ingredients, certificates and cookery books and to pay volunteers' travel expenses for a series of 12 Get Cooking, Get Shopping courses.

In the event 14 courses were held, training 113 people, including young people, single parents and asylum seekers. The workshops ran over a period of six weeks and were held in community centres. The grant meant that the courses were offered free of charge to participants. Participants took a 2- or 3-course meal home to their families after each workshop.

Who did East End Kids & Co work with?

East End Kids & Co worked with local dieticians and oral health workers who checked the recipes to make sure they gave consistent healthy eating messages. Oral health workers, the Child Safety Project and Geezabreak (respite service) also attended on occasions and gave presentations to participants to raise awareness of other issues which could affect their or their families wellbeing. John Wheatley College also attended and gave a presentation on further education opportunities and the potential to undertake a Food Handling course – three participants completed this course.

Local community centres provided their premises free of charge. In some cases local community centre staff helped to find a volunteer or friend who would translate for a non-English speaking participant. Financial support was also given by a number of trust funds to buy new cookery equipment, to run demonstrations and to support other cookery courses.

Volunteers helped to run the cookery courses alongside East End Kids & Co project staff and one of the volunteers is being trained to deliver the courses on their own. Volunteers also get access to other training, for example, IT, sports and recreational activities, management and capacity building courses offered by local providers.

What was the impact of the grant?

Evaluation of the project was through completion of evaluation forms by participants after the courses

Impact on participants: Participants found the courses useful, enjoyable and said that they increased their knowledge and skills. Participants also enjoyed meeting people and wanted the course to be longer. Some comments from participants are given below:

“All meals we made were cheap and healthy which has helped me stop eating takeaways”

“I didn’t realise how much sugar is in drinks and sweets. I am going to cut back the amount of ginger and sweets I give to my child”.”

Some participants, for example refugees and asylum seekers, have gained more confidence in using their local community centre as a result of attending workshops and have accessed other services, for example English or IT courses. Some have also cooked ethnic food for other users.

Impact on East End Kids & Co: The main impact was that East End Kids & Co was able to run more courses and this led to the project making contacts with more community centres and other organisations. The resulting high demand for the courses led to East End Kids & Co securing trust funding of £77,500 for a three-year full-time Development Worker post to increase its capacity. The Project has delivered the course to over 200 participants due to the new development workers post. It has also expanded the work because the community centres and groups involved have asked East End Kids & Co back to do other one-off activities such as fruit tasting events, fruit kebab/smoothie sessions, soup sessions and seasonal events.

On the local community: The initial grant enabled the project to offer courses free of charge to local people. This has led to new trust funding being awarded to East End Kids & Co, enabling it to run far more courses to local people and groups.

How has the project been sustained?

The project has been sustained through increased funding, as above. Also the project is working with Health Development Officers and the Health Board to pilot a ‘Get cooking, Get shopping, Get moving’ course in 10 local nurseries which has been popular. This is for parents and children together and involves East End Kids & Co providing the cookery sessions and council Culture & Sport staff, Urban Fox project and family support workers based in the nurseries doing physical activity through playing games.

Another spin-off has been the demand for one-off events and East End Kids & Co has successfully applied to CFHS for a further grant to enable it to run cookery demonstrations aimed at larger community groups.

In addition, one of the groups on the management board has an allotment and East End Kids & Co is hoping to have four raised beds there to grow produce. People attending cookery courses would be able to pick ingredients for their class.

Key success factors and learning points

- Having a pool of experienced and qualified tutors trained to deliver Get Cooking, Get Shopping workshops

- Tutors come from the local area and can relate well to local people
- The success and popularity of the Get Cooking, Get Shopping workshop content – courses are fun
- Initial training for tutors funded by NHS Health Board
- Participants can take a meal or ingredients home to their families, which means they can try new dishes (which their family may or may not like) without having to risk wasting their own money if they have to throw it away and cook something else
- Recipes have been adapted for different groups – particularly young people
- The initial grant enabled an increase in the number of courses that could be provided free of charge
- Help from volunteers
- Co-operation from community centres and other projects who let the project use their premises

Scottish Christian Alliance Gilven Employability Project - Cookery classes, Sunday lunches and fruit bowl

The Scottish Christian Alliance Gilven Employability Project is based in Glenrothes, Fife. The project works with people who are homeless or at risk of becoming homeless and focuses on social inclusion, life skills and healthy living. The project runs a supported accommodation unit for young homeless women in Gilven House and has a number of supported flats which the young women can move on to when ready. The project works closely with the Glenrothes YW/YMCA which also provides a range of services to homeless young people, including accommodation at the YMCA itself and at the Farmhouse (a hostel for young men). The YMCA also offers a free meal once a week for around 20 homeless people, many of whom said that it was the only healthy, full meal they ate.

What was the grant for?

A need for cookery classes was identified so that people could learn new skills which would help them when they moved on from homeless accommodation to supported accommodation and eventually to their own tenancies. The project also wished to provide Sunday lunches and a fruit bowl in Gilven House to help residents enjoy food and encourage social interaction. The project successfully applied to CFHS for a grant of £1,110 to purchase cookery equipment, for example, utensils, pots, pans and bakeware; a regular supply of fruit for a fruit bowl; and food for the weekly cookery classes and monthly Sunday lunches.

Weekly cookery classes were run in three homeless accommodation units – Gilven House, the YMCA and the Farmhouse and regularly attended by a collective total of 30 people from the three projects. The classes were held at different times (e.g. brunch and lunch), for a whole year, to encourage people to get up in the morning and provide structure to their day. A fruit bowl and monthly Sunday lunches were also provided in Gilven House and a community cookery class was held at the YMCA community centre, targeting clients using the drop-in facility. These classes were attended by 14 people in total.

Who did Gilven work with?

- Gilven worked closely with the YW/YMCA, who provided their premises for two of the residential cookery courses and the community cookery classes.
- Church volunteers helped to run the cookery classes, and the courses at Gilven are now provided by a volunteer.
- Students on placement (for example, National Certificate in Community Education students) have helped plan and prepare for sessions and helped run them, sometimes facilitating them on their own. The project Co-ordinator commented *“they are good at getting alongside the girls and enhance the classes”* (Project Co-ordinator)
- An Adult Basic Education (ABE) tutor has provided input, working with clients on literacy and numeracy skills and identifying needs for further ABE support.
- Frontline Fife refer people between the two organisations and, following the success of the Gilven cookery classes, hosted a cookery class at their Homeless Resource Centre run by one of the Gilven volunteers.

What was the impact of the grant?

Monitoring and evaluation of the project was conducted using questionnaires completed by clients and through observation and recording attendance.

Impact on participants: It has instilled a routine, helped with budgeting and independent living skills, social interaction and has provided links to employability services. It has also enriched the relationship between support worker and clients.

"The clients are beginning to take ownership of the project, for example mentoring new people coming in, producing cookbooks" (Project Co-ordinator)

Impact on the Gilven Project: It has enriched the timetable offered by the project, which used to be mainly crafts. It has also added value to the support workers role, as they have taken on the fruit bowl and Sunday lunches. The Gilven Project has been able to establish that the cookery classes work. As a result, last year the project has provided a cookery course to clients of the Frontline Fife Homeless Resource Centre in Leven.

Impact on the local community: *"I would like to think it has had an impact on the wider community. There is no evidence, but for people who gain independent living skills, they are far more likely to sustain a tenancy. It costs thousands to re-house people if it doesn't work"* (Project Co-ordinator)

Gilven House has also held a Christmas Fair at which home baking made in the project was sold. It is hoped that bringing people from the local community into the project will help to reduce the stigma of homelessness.

How has the project been sustained?

The cookery classes within the residential units, the Sunday lunch and the fruit bowl have all been sustained by the workers and volunteers. The young people who attended the cookery class at the Frontline Fife centre have continued to develop as a group and they have been involved in organising a barbeque and a St Andrew's Day event.

The community cookery class in the YMCA was a more difficult class to run because attendance varied from week to week and sometimes people came in part-way through the class, some of whom had been sleeping on the streets and were hungry. Nevertheless the classes ran for a whole year and were attended consistently by five young people and more sporadically by a further nine young people.

Based on the overall success of the project and the partnership working with the YMCA, the Gilven Project is now exploring the possibility of starting an organic garden in the grounds of the YMCA. This would help supply the units and would provide produce to sell to help make it sustainable.

Key success factors and learning points

- A committed volunteer to run one of the classes – "it is her passion". The project found that helping with cookery appeals to volunteers.
- Partnership working

- An open and friendly approach to working with clients
- Learning that the residential cookery classes were more effective than the community-based classes because the community clients were not always ready to learn and attend consistently.
- The benefits of involving students who could relate well to the young people.
- *“The grant has enhanced what we could do. It enabled us to do this as a pilot and see what worked”* (Project Co-ordinator)

Harvest Community Hall - Equipment for cookery classes

Harvest Community Hall is part of Harvest Community Church in Peterhead. For the past few years the church has been serving hot meals for people in need along with other services such as toddler groups and soup and sweet lunches. The community hall was recently refurbished following a major fundraising effort and this included a new and larger kitchen.

What was the grant for?

Harvest identified a need to provide cookery classes to local people to enable them to provide healthy meals for themselves and their families. The church successfully applied to CFHS for a grant of £2,330 to purchase sets of cookery equipment for the kitchen, for example, saucepans, casserole dishes, chopping boards, measuring jugs and mixing bowls.

Three 6-week courses were run: one for young mums (with crèche provided); one for young people aged 17-21 (mostly living in hostels) and one for a mixed group aged 17-50. At the end of each class everyone sat down to eat their meal together. In total 26 people completed the courses. The courses were run by a facilitator from Aberdeenshire Council with volunteers from Harvest. The Council secured separate funding for the venue, ingredients and crèche.

Who did Harvest work with?

A partnership was formed, initiated by the Reaching Out project, specifically to run the courses at the Harvest Church. Organisations involved were:

- Harvest Church
- Reaching Out Project
- Aberdeenshire Council Community Learning service
- Aberdeen Foyer
- Working for Families employability project (provided a crèche)
- Adult mental health service in NHS Grampian

The partnership group focused on the lack of basic cooking skills and budgeting among disadvantaged people in the area. The group has trained 12 Confidence to Cook⁸ trainers and assisted 14 people to complete food hygiene courses. These trainers have delivered the Confidence to Cook classes at Harvest. Partners have also brought along or referred clients to the courses. A team of volunteers from Harvest helped to run the courses.

As the partnership developed, other members have helped to secure funding, for example, Shell UK and Buchan Development Partnership have provided funding for IT equipment so that recipes could be printed and laminated.

What was the impact of the grant?

The project was evaluated by observation and asking for people's views at the end of each course. Partners who referred clients were also asked for their views.

⁸ Confidence to Cook provides accredited training for trainers and courses to community groups in cooking skills. It was developed by a partnership between Aberdeen City Council and NHS Grampian and is available to all community groups in Grampian.

Impact on participants: The evaluation showed that participants gained increased confidence, skills and knowledge in cooking; and enjoyed the social interaction and a healthy hot meal.

“In week 1, many had never handled vegetables before and by week 6 they had made soups, stews, curries etc. They are amazed and inspired at how easy it is to cook top quality food at a fraction of the cost of convenience foods” (Project evaluation form)

“They are all now cooking more regularly with increased confidence and motivation” (Occupational Therapist, Adult Mental Health)

Impact on Harvest. The project expanded its activities, for example, it now has groups of people with substance misuse problems coming in for a free hot meal on Wednesdays. The soup and sweet provision on a Friday has grown from serving 12 to over 50 people and the same equipment is used for these meals.

Impact on the local community. *“I think it has helped bring cohesion and it has helped particular groups, for example young mums. I think it will save them money to be able to make a pot of soup if they are on benefits.”* (Volunteer tutor)

Another three churches are also offering soups and sweets but they do not have the facilities to offer courses.

How has the project been sustained?

Currently no groups are running as the partners are taking time to reflect on and evaluate what has been done so far. Also, venue costs at Harvest have become too high so a new venue is being investigated, which may be provided free of charge and enable all funds raised to be spent on ingredients for regular courses.

However, the work by Harvest has helped to create another spin-off development with the New Hope Trust, which provides food parcels to developing countries. The idea is that food parcels containing ingredients for cookery classes are provided to local people who will then attend classes and learn how to cook with those ingredients.

Key success factors and learning points

- The project stuck to one basic idea – teaching people to cook – and spent as much course time on this as possible
- The groups included sitting down and eating as a group, which made it a social occasion as well, and provided an opportunity to set the table properly and get feedback on the session.
- The particular skills, tips, tricks and enthusiasm of one of the volunteers who was a huge influence and helped the facilitator and participants gain confidence in cooking at the start
- Working as a partnership has allowed partners to bounce ideas off one another, find funding and reach a wider audience